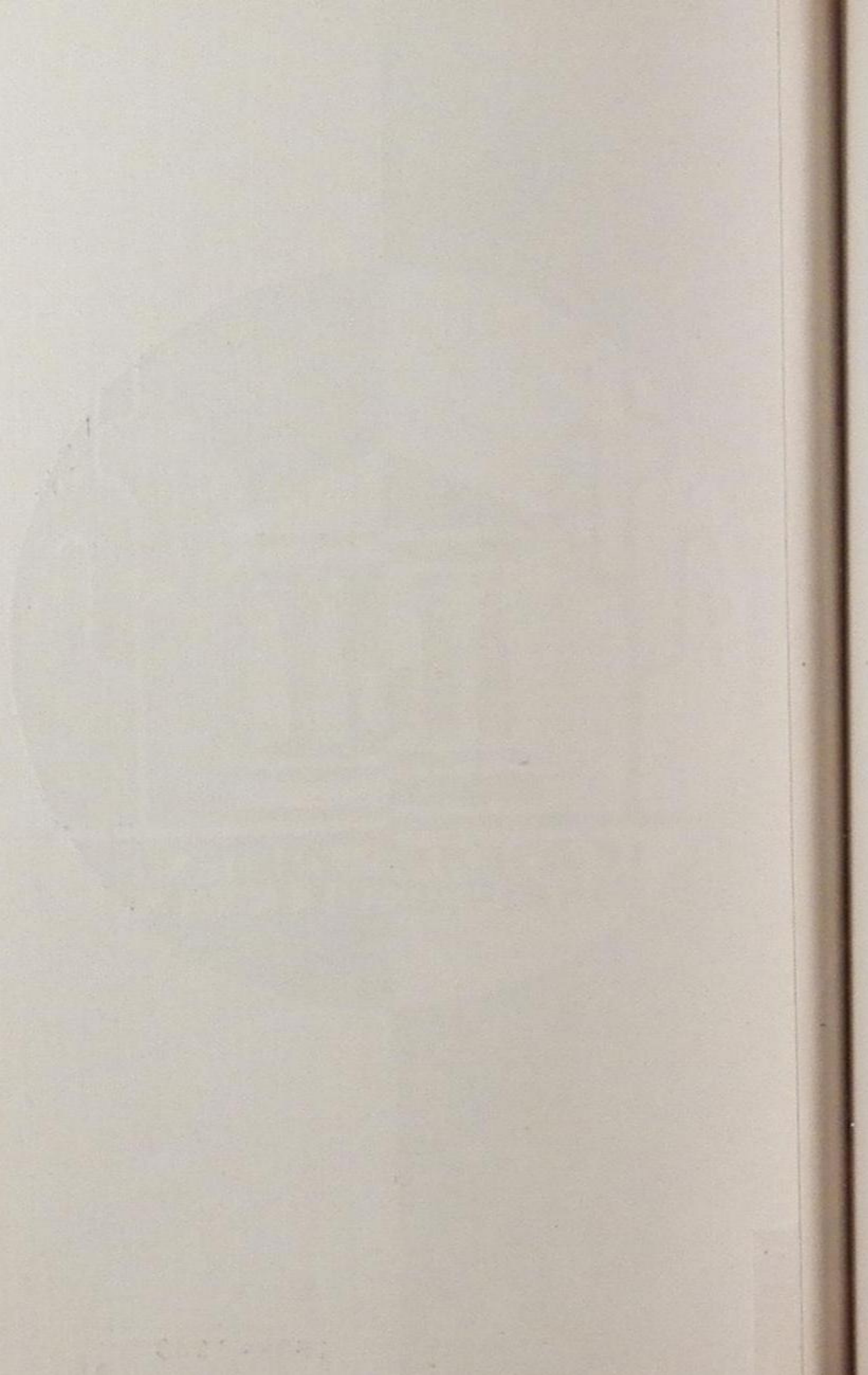
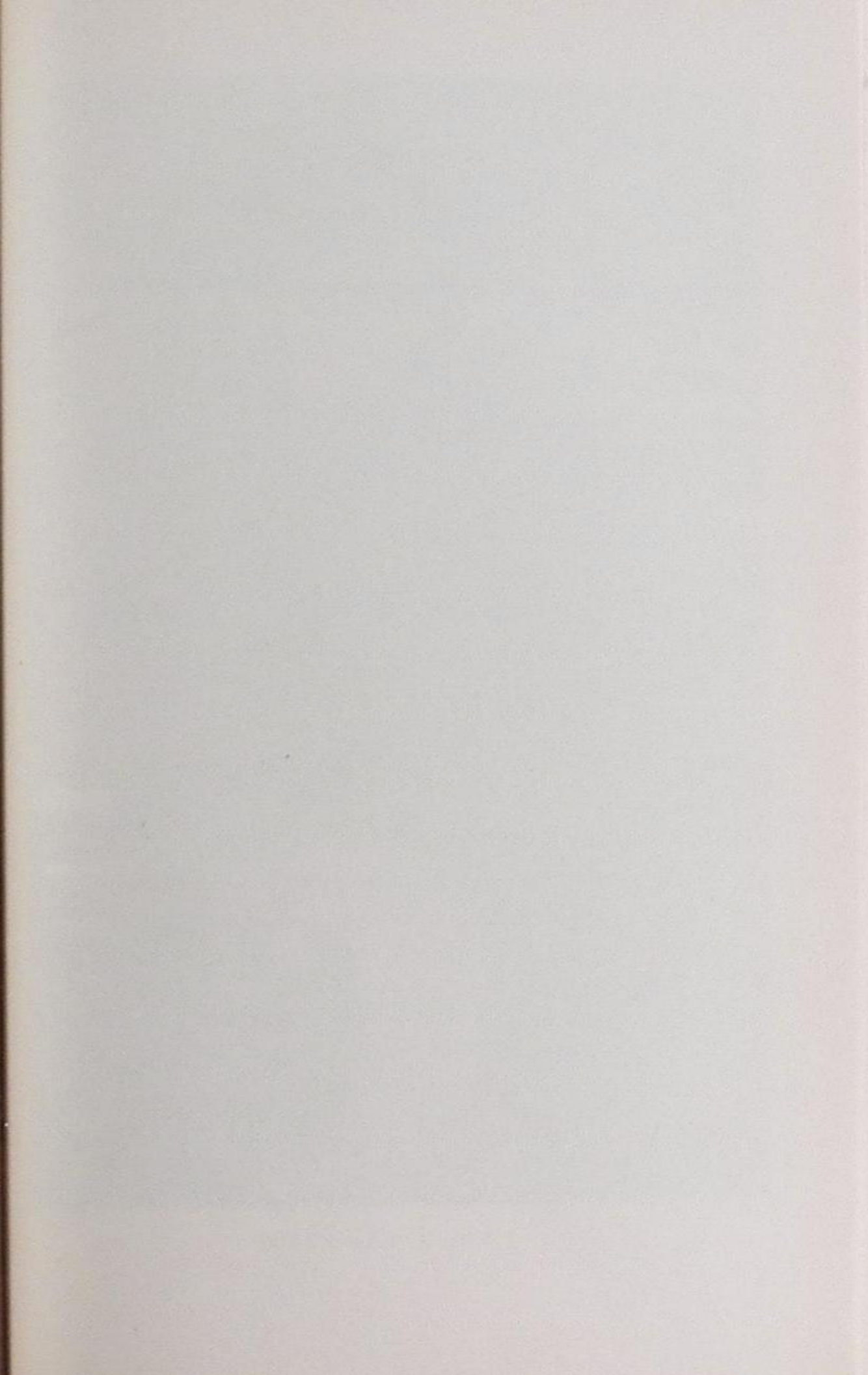


JUNIOR COLLEGE



1939 - 1940

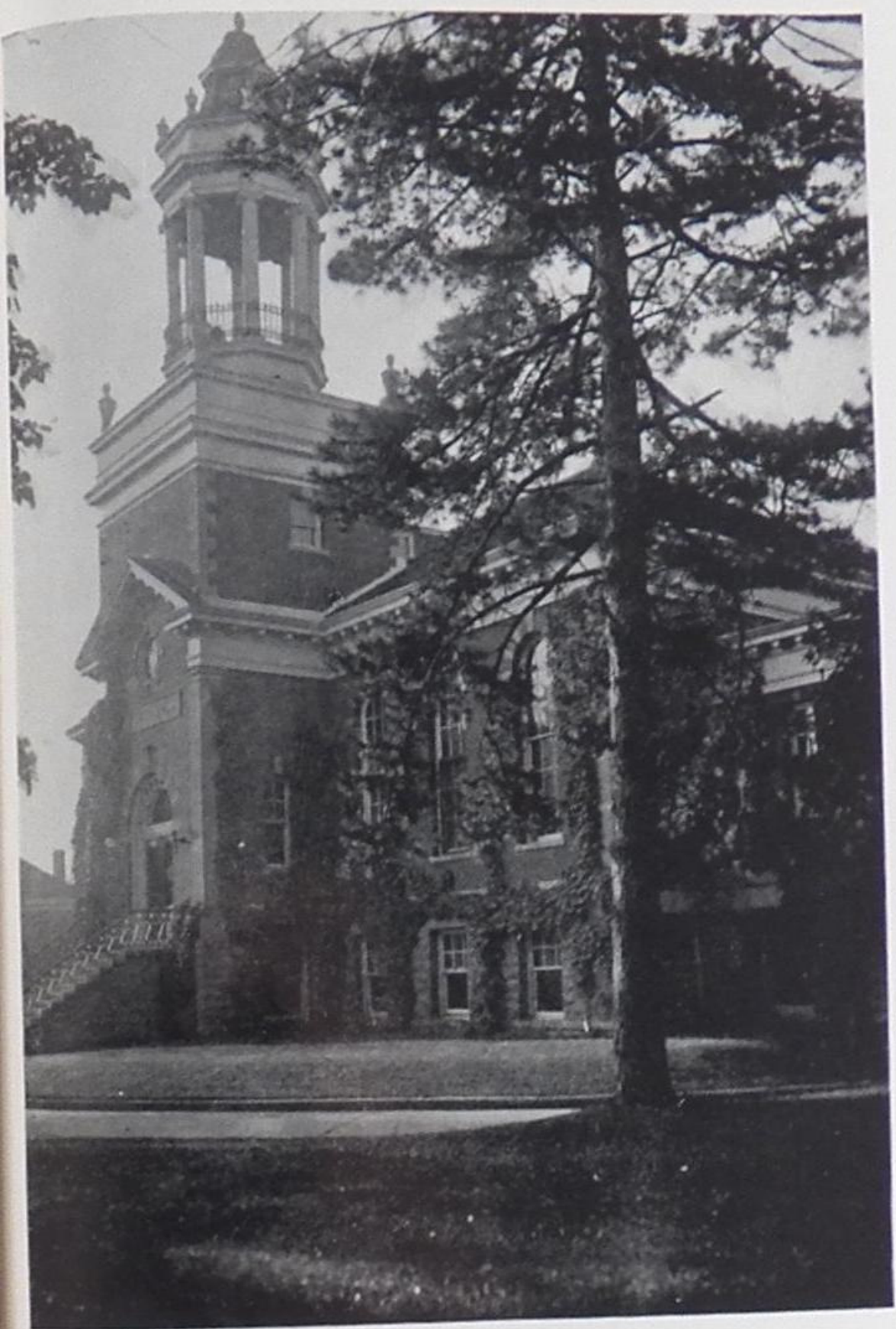




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A ready help for easy reference to information most commonly desired.

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METCALF TOWER



FRANCES SHIMER
JUNIOR COLLEGE
and PREPARATORY SCHOOL

[FOUNDED MAY 11, 1853]

EIGHTY-SEVENTH YEAR
1939-40

MOUNT CARROLL, ILLINOIS

THE EIGHTY-SEVENTH ANNUAL
CATALOGUE FOR 1938-1939

WITH ANNOUNCEMENTS FOR 1939-40

VOLUME XXX

NUMBER 5

FRANCES SHIMER RECORD

Published by FRANCES SHIMER JUNIOR COLLEGE in April, June,
October, December, and February

Entered October 1, 1911, at Mount Carroll, Illinois, as second-class
matter, under the Act of July 16, 1894.

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CALENDAR FOR 1939-1940

WITH ANNOUNCEMENTS FOR 1940-41

First Semester opens	Wednesday, September 13
Classes begin 8:00 a.m.	Thursday, September 14
Reception to faculty and students	Saturday, September 16
Last day for changes in registration	Wednesday, September 27
Thanksgiving Day	Thursday, November 23
Christmas vacation begins 12:00 noon	Friday, December 15
Christmas vacation ends 8:00 a.m.	Wednesday, January 3
Final examinations begin	Thursday, January 25
First Semester closes 4:00 p.m.	Saturday, January 27
Second Semester opens. Classes begin 8 a.m.	Tuesday, January 30
Last day for changes in registration	Tuesday, February 13
Washington's Birthday	Thursday, February 22
Spring vacation begins 12:00 noon	Friday, March 22
Spring vacation ends 8:00 a.m.	Wednesday, April 3
Founder's Day	Saturday, May 11
Annual May Fete	Saturday, May 18
Final Examinations begin	Wednesday, May 29
Alumnae Day	Saturday, June 1
Commencement Service	Sunday, June 2
Eighty-seventh Annual Commencement	Monday, June 3

1940-41

First Semester opens	Wednesday, September 18
Christmas vacation begins 12:00 noon	Friday, December 20
Second Semester opens	Tuesday, January 28
Eighty-eighth Annual Commencement	Monday, June 9

BOARD OF TRUSTEES

Officers

SAMUEL JAMES CAMPBELL, *President.*

JOHN F. MOULDS, *Vice-President.*

A. BETH HOSTETTER, *Secretary.*

WILLIAM E. GOODMAN, *Treasurer.*

P. K. MILES, *Assistant Treasurer.*

Class of 1939

JOHN F. MOULDS, Chicago WILLIAM E. GOODMAN, Chicago
NORRIS L. TIBBETTS, Chicago J. D. ELLIFF, Columbia, Missouri
NATHANIEL MILES, Mount Carroll

Class of 1940

SAMUEL JAMES CAMPBELL, Mount Carroll
JESSIE MILES CAMPBELL, Mount Carroll
S. C. CAMPBELL, Mount Carroll
MRS. EDWIN EWART AUBREY, Chicago

Class of 1941

J. H. MILES, Mount Carroll AARON J. BRUMBAUGH, Chicago
MARTHA GREEN SAWYER, Ann Arbor, Michigan
DONALD L. BREED, Freeport

OFFICERS OF INSTRUCTION

A. BETH HOSTETTER, Ph.B., Acting President.

Ph.B., University of Chicago, 1907; Graduate student, *ibid.*, 1909-10; Study in Paris, Summer, 1911, Graduate student, University of Chicago, Summer, 1919, and 1929; Greek Division, European Summer School, Bureau of University Travel, 1923; Leave of absence, 1925-26, for European travel; Certificat d'assiduite from the Sorbonne, Paris, for four months' graduate work in Latin Language and Literature, 1926; Study, Columbia University, Summers, 1931 and 1937; Instructor, Central College, Pella, Iowa, 1908-09; Instructor, Frances Shimer Junior College, 1903-04, 1905-06, 1910-11; Instructor in French, Annie Wright Seminary, Tacoma, Washington, 1911-14; Instructor in French and German, Christian College, Columbia, Missouri 1915-16; Instructor in Latin, Frances Shimer Junior College, 1916-17, 1918-25, 1926-30; Acting Dean, 1930-31; Dean, 1931-34; Registrar, 1934-35; Acting President, 1935-36; Dean, 1936-38; Acting President, 1938—.

BEATRICE NINA SIEDSCHLAG, M.A., Dean of Students, History.

A.B., Lawrence College 1930; M.A. University of Minnesota, 1932; fellow in History, Bryn Mawr College, 1933-34; scholar in History, *ibid.*, 1934-35; *Graduate student, *ibid.*, 1936-37; teaching assistant in History, The Barstow School, Kansas City, 1935-36; Dean of students and instructor in History, Frances Shimer Junior College, 1937—.

ELLA FORTNA, M.S., Home Economics.

B.S., University of Nebraska, 1921; M.S., Iowa State College, 1924; Graduate Student, University of Chicago, Summer, 1926; Cornell University, Summer, 1936; Instructor, High School, Ulysses, Neb., 1912-13; Campbell, Neb., 1913-16; Principal High School, Normal Training Dept., Franklin, Neb., 1918-19; Instructor, High School, University Place, Neb., 1921-23; Instructor in Home Economics, Summer, Peru State Normal School, 1921; Nebraska Wesleyan College, 1922-24; Frances Shimer Junior College, 1924—.

EDNA THOREEN, A.M., French.

A.B., Lombard College, 1911; A.M., University of Illinois, 1914; McGill University, Summer 1923; Institute of French Education, Penn State College, Summer, 1925; University of Chicago, Summer, 1929; University of Wisconsin, Summer of 1916; 1919, 1921, 1934; European Travel, Summer, 1924; Student at Cours d'ete, University de Lille, Boulogne-sur-Mer, France, Summer, 1927; High School Instructor; Boone, Ia., 1912-13; Galesburg, Ill., 1915-24; Oak Park, Ill., 1924-25; Frances Shimer Junior College, 1925—.

RUBY BAXTER, A.M., Mathematics.

A.B., MacMurray College, 1919; A.M., University of Illinois, 1927; Graduate work, University of Chicago, Summer, 1923; Columbia University, Summer, 1931 and 1937, Instructor in Mathematics, Danville High School, 1920-23; Jacksonville High School, 1923-26; Frances Shimer Junior College, 1927—.

MILDRED L. JAYNES, A.B., Physical Education.

A.B., Carleton College, 1924; Summer School, University of Minnesota, 1927; Study, Pavley-Oukrainaky Russian Ballet School, summer, 1932; Northwestern University, summers 1934 and 1935; Instructor in Physical Education, Grand Rapids, Minnesota, 1925-28; Frances Shimer Junior College, 1928—.

LOIS E. ENGLEMAN, B.S. in L.S., Librarian.

A.B., Millikan University, 1922; University of Colorado, summer, 1927; European Travel, summer, 1929; B.S. in L.S., Western Reserve University, 1931; Cambridge University, England, Summer Session, 1934; Instructor, South Bend Junior High School, 1925-26; Instructor, Elkhart, Indiana, 1926-30; Librarian, Akron High School, Akron, Ohio, 1931-32; Frances Shimer Junior College, 1932-38—; on leave of absence, 1938-39 for graduate study.

*Upon publication of thesis, Ph.D. will be confirmed by Bryn Mawr College.

LEOPOLD SCHWING, A.B., Violin.

A.B., Baldwin Wallace College 1923; Western Reserve University, Graduate School, 1931; Summer Session, Fontainebleau School of Fine Arts, 1923; Private student of G. Remy, Paris, 1923; Carl Flesch and Richard Hartzel, Berlin, 1923-25; Member of the Cleveland Orchestra, 1925; University of Wisconsin, summer, 1934, 1936; Professor of violin and theory, Cass School of Music and the Parmelee Studios, Cleveland, Ohio, 1925; Professor of violin, theory and ensemble, Illinois College, Jacksonville, Illinois, 1926-28; Professor of violin and ensemble, MacMurray College, Jacksonville, Illinois, 1928-33; Frances Shimer Junior College, 1933—.

EDNA BARR GIFFORD, Secretarial Studies.

Illinois State Normal University, 1925-26, 1928-30, summers, *ibid.*, 1926-27-29-30; Special Commercial Certificate, *ibid.*, 1930; Instructor, Mt. Carroll High School, 1929-31; Frances Shimer Junior College, 1934—.

GLADYS GILDEROY SCOTT, G.S.M., Voice.

Guildhall School of Music, London; Challet Vioq Ecole de Chant, Paris; Special Coaching with Randegger, Sir Henry Wood, Frank Damrosch, Edgar Nelson, William Shakespeare, Shirley Gandell; Principal Contralto in Moody-Manners Grand Opera Company and Interstate Opera Company; Instructor, University School of Music, Lincoln, Nebraska, 1920-25; Mount Mary College, Milwaukee, Wisconsin, 1929-34; Knupfer Studio, Chicago, 1925-30; Private Studios, Chicago, 1930-34; Frances Shimer Junior College, 1934—.

VIRGINIA WEIGEL, M.S., Biological Science.

A.B., University of Illinois, 1928; M.S., University of Michigan, 1935; Yosemite School of Field Natural History, Summer, 1929; University of Michigan, summer, 1930, 1935, 1936; University of Michigan Biological Station, summer, 1932; Travel, Western National Parks, summer, 1934; Instructor in Biological Sciences, Edwardsville High School, 1928-36; Frances Shimer Junior College, 1936—.

GEORGE EDWARD HOFFMAN, A.M., English.

A.B. Northwestern University, 1924; A.M., Northwestern University, 1925; Teaching Fellowship, Northwestern University, 1925-26; Instructor, Tulane University of Louisiana, 1927; Instructor, University of Alabama, 1927-31; Instructor, Duke University, 1931-34; Director of Publicity, Lawrence College and the Institute of Paper Chemistry, 1935-37; Frances Shimer Junior College, 1937—.

FRANCES OULD, Ph.D., Latin.

B.A., University of Toronto, 1934; M.A., University of Toronto, 1935; University Fellow in Classics, University of Wisconsin, 1935-37; Ph.D., University of Wisconsin, 1937; Frances Shimer Junior College, 1937—.

ANNIE ROSS, M.A., Speech, Dramatic Art.

B.A., University of Utah, 1930-34; Graduate work, University of Idaho, summer, 1934; Northwestern University, 1935-37; M.A., Northwestern University, summer, 1937; Instructor in Speech, Dramatics, and English, Malad High School, Idaho, 1934-35; Frances Shimer Junior College, 1937—.

EUNICE WADSWORTH THOMPSON, M.A., English.

A.B., Northwestern University, 1927; A.M., Northwestern University, 1937; University of Chicago, summer school, 1933, 1935. Teacher, Elementary Schools, Du Page County, 1923-24; Harvey, Illinois, 1927-28. Research for publishers, Source Research Council, Inc., 1927-33; United Educators, Inc., 1933-Feb., 1938. High School and Junior College instructor, evening school, Maywood, Illinois, 1934-35. Frances Shimer Junior College, February, 1938—.

*THELMA WHARTON, M.M., Piano.

B.M., Kansas University; M.M., Sherwood Music School; Summer Study 1931-32, Percy Grainger; Summer 1934-1935, Edwin Hughes; University of Chicago, 1934; Instructor, Sherwood Music School, 1926-31; College of Emporia, 1931-33; Mary Baldwin College, 1933-34; Accompanist for Söhler Opera Group, Chicago; Private Studio, 1934-38; Frances Shimer Junior College, February, 1938—.

*Deceased, November, 1938.

EDITH BELL, Art.

Cumming School of Art, Des Moines, Iowa, 1911-16; National Academy of Design, New York City, 1921; Travel and study in Europe 1922; Wayman Adams' Portrait Class, summers 1933, 1937; George Pearce Ennis' Water Color Class, summers, 1934, 1936. Memberships in Iowa Art Guild and in Chicago Galleries Association. Exhibited: Architectural League of New York; New York Water Color Club; American Water Color Society; Philadelphia Water Color Club; Washington Water Color Club; Iowa Art Guild; Joselyn Memorial, Omaha; Second National Exhibition of American Art, New York City, 1937; All-Illinois Society of Fine Arts, 1938; Awards: Tiffany Foundation Fellowship; Pulitzer Travelling Scholarship; Gardner Cowles Prize; Exhibition of Iowa Painting; Chicago, 1937; Town and Country Arts Club Prize 1938. Teaching: State University of Iowa, 1917-21, 1928-38; Drake University, summer, 1925; Cumming School of Art, summer, 1932; Frances Shimer Junior College, 1938—.

GRACE CHANGSTROM, B.Mus., Piano.

Ph.B., University of Chicago, 1929; B. Mus., American Conservatory of Music, 1938. Frances Shimer Junior College, 1938—.

FRANCES ELEANOR HAMMITT, A.M., Acting Librarian.

A. B. Indiana University, 1927; University of Cincinnati, Summers, 1930, 1931; B. L. S. Columbia University, 1937; A. M. University of Cincinnati, 1938; Librarian, South High School, Akron, Ohio, 1927-31; Maywood, Illinois, Proviso Township High School, 1931-37; Frances Shimer Junior College, 1938.

RUTH SANDERSON, M.A., English and Education.

A.B., Mather College of Western Reserve University, 1935; M.A., Western Reserve University, 1938. Frances Shimer Junior College, 1938—.

KARAN TUCK, B.Mus., Piano.

B. Mus., Drury College, 1935; State Teachers College, Springfield, Missouri, summer, 1935; Juilliard Music School, summers, 1936-37; York School, Springfield, Missouri, 1935-36; Supervisor of Class Piano in Elementary and Junior High Schools, Springfield, Missouri, 1936-37; Director of Choral Music, Jarrett Junior High School, Springfield, Missouri, 1937-38; Frances Shimer Junior College, 1938—.

OLIVE EDITH WRIGHT, M.S., Chemistry, Foods.

B.A. Simpson College, 1931; M.S. University of Iowa, 1933; Research Assistant, University of Iowa, 1933-36; Elkader Junior College, Elkader, Iowa, 1936-38; Frances Shimer Junior College, 1938—.

OFFICERS OF ADMINISTRATION

- A. BETH HOSTETTER, *Acting President.*
BEATRICE N. SEIDSCHLAG, *Dean of Students.*
RUBY BAXTER, *Registrar.*
EUNICE W. THOMPSON, *Head of West Hall.*
KARAN TUCK, *Head of Hathaway Hall.*
FRANCES OULD, *Head of McKee Hall.*
LOIS E. ENGLEMAN, *Librarian, Absent on Leave.*
FRANCES E. HAMMITT, *Acting Librarian.*
PAUL K. MILES, *Assistant Treasurer.*
GEORGE E. HOFFMAN, *Director of Public Relations.*
ELLA M. FORTNA, *Head Housekeeper and Dietitian.*
MERCEDES DUNCAN, *Director of Student Health Service.*
MARGARET CAMPBELL CARR, *Secretary to the President.*
MARY D. MILES, *Accountant.*
LAURA B. GRAY, *Bookstore Manager.*
HUGH WILSON, *Superintendent of Buildings and Grounds.*

COLLEGE REPRESENTATIVES

- WINIFRED INGLIS BAUMGARTNER.
RUTH HILDEBRANDT FENDER.
MARTHA BARNHART HOFFMAN.
MYRA JONES MCGREGOR
ROBERTA LELAND RAYNER.

HISTORY

Eighty-six years ago, when American education was still designed primarily for men, Frances Ann Wood received a call to establish a school in the modest-sized Illinois community of Mount Carroll. With Miss Cinderella Gregory she left her home in New York State to go to the comparatively new Midwestern community; and on May 11, 1853, the two forward-looking young pioneers in the education of women opened the Mount Carroll Seminary.

Frances Wood, later Mrs. Frances Wood Shimer, administered the Seminary herself for forty-three years, Miss Gregory having resigned in 1870. In 1896, by her own wish, Mrs. Shimer transferred control to a self-perpetuating Board of Trustees of fifteen members representing the University of Chicago, the Alumnae of the Seminary, and the citizens of Mount Carroll.

The chartered name of the institution became at this time The Frances Shimer Academy of the University of Chicago, and the friendly relationship with the University implied by this name, as well as the representation of the University on the Board of Trustees, remains to the present day. Frances Wood Shimer thus assured her institution of an educational bond with the region's outstanding University.

That the Academy did receive outstanding representation from the University during this period may be judged from the names of some of its first Board of Trustees, which included such leading educational figures as William Rainey Harper, Thomas W. Goodspeed, Henry A. Rust, Alonzo K. Parker, Frank J. Miller, and Lathan A. Crandall. In the years that followed progressive educational policies were inaugurated from time to time. These years were, in a sense, the critical, formative years in the College's growth, and its successful emergence from them points to the quality of its leadership.

In these years also the College began rebuilding on a much larger scale. The original Seminary buildings having burned, the present Quadrangle was laid out, providing ample room for building expansion.

The institution was one of the first to undertake the Junior College plan, and it graduated its first junior college class as early as 1909, long before the Junior College had won the popular acceptance which it has now. In 1931, the Board of Trustees formally authorized the change of the official name to Frances Shimer Junior College and Preparatory School, and approved also the idea of making the four-year Junior College the chief unit of academic organization.

Upon the retirement of Mrs. Shimer, the Reverend William Parker McKee of Minneapolis was called to be President. During his thirty-three year administration, the present complete plant was built and most of the equipment acquired. He became President

Emeritus in 1930 until his death in 1933. Floyd Cleveland Wilcox, who became President upon Dr. McKee's retirement, retired in 1935. During his administration the College made many advances in educational policy. A. Beth Hostetter, Dean, acted as President for one year following his retirement.

In August, 1936, Raymond B. Culver, Ph.D., became President after many years of experience with the Student Christian Association Movement as an executive and as a counselor with students, and in recent years as a teacher in Linfield College, Oregon. Dr. Culver resigned because of ill health in February, 1938. Miss A. Beth Hostetter became Acting President at that time.

ACCREDITING

Frances Shimer Junior College is a fully accredited member of the North Central Association of Colleges and Secondary Schools. In addition it is accredited by the Illinois State Department of Education, and is a member in good standing of the Association of Junior Colleges. It is certified by the American Medical Association for pre-medical study.

EDUCATIONAL AIMS

One hears much about the importance of education to the individual, but very little about the importance of the individual to education, in these days. Yet each student who seeks preparation beyond that of the public school must obviously have some hope, no matter how remote, that her specific intellectual needs will receive that individual attention which is an indivisible part of a true education. Every student cherishes, either secretly or openly, the ambition to satisfy herself and her personality through gaining satisfactory answers to the many why's of life.

That the institution of limited enrollment is ideally fitted to serve this purpose is plain. Here, where the constant comparisons based upon mere size are lacking, the student is encouraged to center her social, intellectual and emotional life about a group of modest size in which she can form true friendships. In this group teacher and student are not at remote poles socially, intellectually or emotionally; but are comrades sharing the daily experience of living.

The student's true growth cannot be measured in terms of the size of the institution she is attending, nor in terms of additions to plant and endowment and new buildings. These things, good and necessary as they are, are but superficial indications of an effort to furnish the best means for intellectual and spiritual growth of its students. Real progress can be measured only by the success and growth of the individual student.

Adequately provided with the physical equipment necessary to living comfortably and learning readily, Frances Shimer Junior College and Preparatory School prefers to speak in terms of the individual student's educational needs. The aim is to make education real and vital to each student; to keep classes of such modest size that the individual's demands, expressed or unexpressed, will be the teacher's first concern. Basically, there is no other excuse for either teaching or education.

To this end Frances Shimer has provided a sound curriculum based upon the Liberal Arts ideal, with sufficient Fine Arts work to provide full outlets emotionally for self-expression. Thus the student is stimulated both intellectually and emotionally by being brought into contact daily with the world of knowledge and of the arts.

A well-rounded personality is the aim of the sensible student and teacher alike. Many elements enter into the achievement of that balance and discipline which mark the educated from the uneducated. Recognition of the importance of separate factors which round out young lives is the first step towards attainment of this goal; and at Frances Shimer attention is directed to the mutual importance of academic pursuits, social cultivation, extra-curricular interests, emotional satisfaction, and spiritual growth.

Specifically, then, the educational objective at Frances Shimer is the cultivation of socially effective personalities. As the individual personality is the most important factor in the building of a better future, Frances Shimer regards its cultivation as the highest possible conception of education. To this end it bends its resources: physical, educational, cultural, and spiritual. It seeks to discover in its students, not cold intellectual genius alone, but those socially desirable intellectual traits and artistic abilities which, wholesomely nurtured, make lives happier through bringing them to greater usefulness, both to themselves and to those about them.

RELIGIOUS LIFE

Abundant opportunity to participate in religious activities is open to students at Frances Shimer. The Christian Service League sponsors student religious movements and meetings of every kind. Discussion groups meet on the campus on Sunday mornings and there are services in the churches of the town.

Tuesday morning Chapel services are given to worship. The Sunday evening Vespers service brings to the college local and visiting clergymen or speakers on religious-cultural topics. Students are encouraged to attend the church of their own denomination on Sundays. The Christian Service League is inter-denominational; its aim is to promote the religious welfare of all students, and its activities and functions stress Christian ways of living and thought rather than denominational differences.

SOCIAL LIFE

The educational aims subscribed to by the College include recognition of the idea that the whole life of the student is a unit. Under these circumstances the extra-curricular activities become second in importance only to the program of the curriculum. Social training is a part of college education. Both residential house life and student organizations and activities offer valuable training in social co-operation and in creative use of leisure.

The social atmosphere of the College is wholesomely democratic. Every student is expected to use and develop for the whole group whatever social gifts she may possess. Appropriate dress, a pleasing manner, poise, graciousness, entertaining conversation, ability to appear at ease before an audience, are as much a part of the Shimer social ideal as are scholastic attainments.

With the assistance of class counselors the students give class parties, dances, bazaars, teas, lawn fêtes, concerts, and plays; they plan menus, arrange decorations, devise costumes and stage properties. A series of formal dinners sponsored by student organizations provides opportunity for each group to entertain the student body and faculty, and to introduce visitors and speakers. Three formal dances and two informal dances are given during the year. The College sponsors a program of week-end activities providing entertainment and social occasions throughout the academic year.

While students reside in halls according to their age and academic class, at table they sit with members of other classes and with faculty members. Table groups are disbanded and redistributed monthly, so that each Shimer student, in the course of the school year, forms a maximum number of pleasant social acquaintances with students and faculty members outside her immediate residential group.

Each residence hall provides social rooms and parlors in which the social life of the house group can be developed and can include the proper entertainment of guests. Thus every aspect of mature social life is reflected within the college community, and every student is enabled to share in the social experiences common to educated people.

CULTURAL RESOURCES

The College sponsors a program of concerts, lectures, recitals, and conferences throughout the academic year. These occasions bring to the College and the Community outstanding figures in education, the arts, religion, and public life. Formal presentations in Metcalf Hall or the auditorium of the Gymnasium are followed by smaller informal group discussions in the Student Lounge of West Hall, or in other College rooms.

Frances Shimer is close to the larger cultural resources of Chicago. College-sponsored trips, under faculty supervision, enable students to visit Chicago's museums, see current plays, attend concerts by the

Symphony Orchestra, or be present at events of interest to a specific group, such as the Horse Show, attended each year by members of Boots and Saddle, the riding club.

Frances Shimer has for many years, however, prided itself upon the creative activity within the college, denoting the cultural resourcefulness of its students. It has consistently encouraged the creative instinct in whatever direction the students chose to turn; the theater, music, painting and drawing, and creative writing have been liberally encouraged by the College Administration, which in turn has been rewarded by the unusual quality of the students' response.

RECREATION AND PHYSICAL WELFARE

Few institutions are equipped to offer so complete a recreational program as Frances Shimer. In addition to the cultural resources for recreation already mentioned, the College maintains a Physical Education equipment which is both modern and ideal.

The Gymnasium is new and entirely adequate. It houses a full-sized playing floor with a standard basket-ball court adaptable to a variety of other indoor games such as volley ball, indoor baseball, badminton. It is used also by dancing classes. It provides, in addition, the tile swimming pool, showers, drying, locker and dressing rooms. Archery and table tennis have a special room in the basement of Hathaway Hall.

A nine-hole golf course, the private property of the college, adjoins the south end of the Quadrangle. A playing field along the east side of the gymnasium provides space for hockey and baseball. Tennis courts lie at the north-east corner of the Quadrangle.

Campus conditions have been designed to safeguard the health of students. All students have physical examinations on entering; records of weight, posture, and other physical data are kept; and the work in Physical Education is planned for the individual student on the basis of these records.

The Resident Nurse in charge of the Infirmary carries on an educational program in the maintenance of good health. She is on duty at all times in the fully equipped Infirmary, and is available to students day and night. When the attentions of a physician are necessary, the student employs one.

LOCATION AND EQUIPMENT

Mount Carroll, a town of 2,000 people, situated in northwestern Illinois, ten miles from the Mississippi River, is attractively located among picturesque hills. The neighborhood is justly celebrated for its beauty and healthfulness. The canyons formed by the erosion of the Waukarusa River are the scene of many picnics and outings and the objective of many hikes and camping expeditions. Mount Carroll is the county seat of Carroll County, and is exclusively a place of residence. The absence of mines, factories, or great industrial enterprises makes the community an ideal one for an educational institution of this type.

Mount Carroll is on the Omaha Division of the Chicago, Milwaukee, St. Paul & Pacific Railway, one hundred and twenty-eight miles west of Chicago. It is accessible, also, by automobile over Federal Highway 52 and State Highways 64, 72, 78 and 88, by which excellent connections over paved roads are made with the Lincoln Highway and other great thoroughfares. Paved highways lead to urban centers in five different directions.

Frances Shimer Junior College has the advantage of eighty years of history, experience, and traditions; yet its equipment is entirely modern, having been rebuilt and enlarged since 1903. The plant consists of twelve buildings, solidly constructed of brick and stone, heated by steam from a central plant, lighted by electricity, and furnished with modern conveniences. The architecture is Colonial. Each building was erected and equipped for the purpose it serves in the educational program of the institution. Adequate fire protection is secured by standpipes with hose connections on each floor and by fire escapes on every building where students reside.

DEARBORN HALL

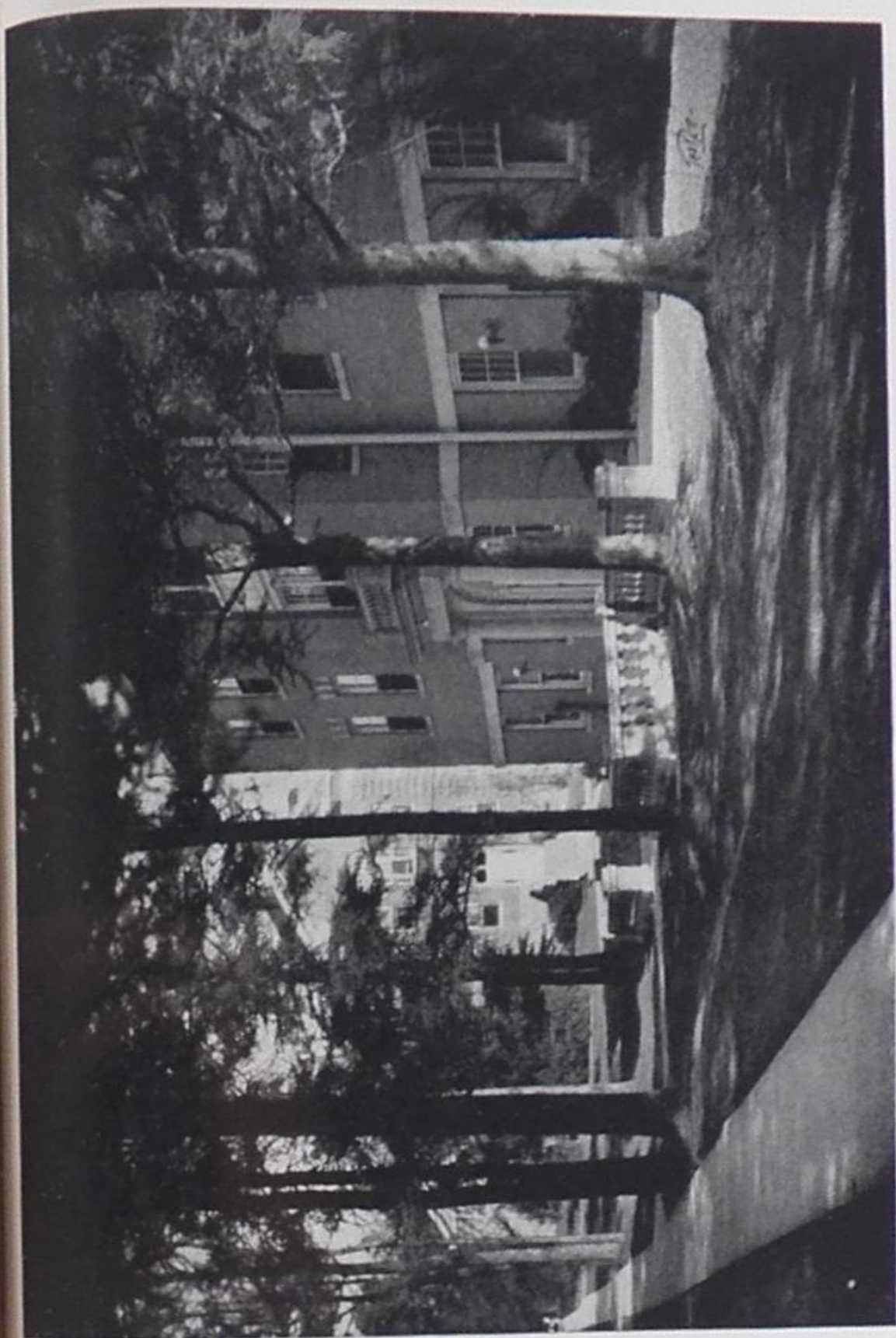
(1903)

This building for Instrumental and Vocal Music is named for Mrs. Isabel Dearborn Hazzen, formerly head of the Department of Music for over twenty years. It contains large, attractively furnished teaching studios and eighteen well-lighted and ventilated practice rooms.

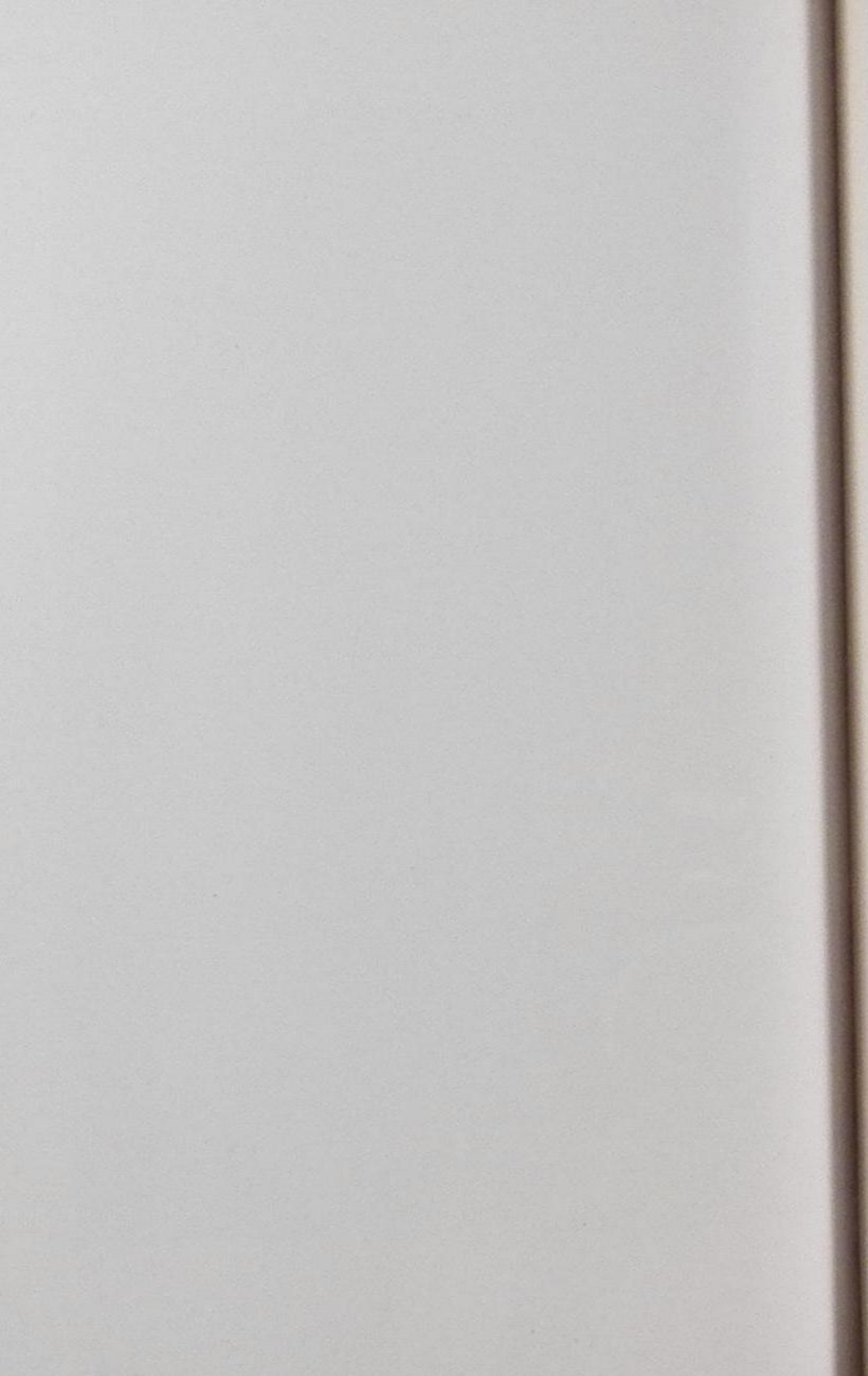
HATHAWAY HALL

(1905)

Hathaway Hall was named for Mrs. Mary L. Hathaway Corbett, of the Class of 1869, a sister of Mrs. Hattie N. LePelley, a former Trustee of the School, who gave liberally toward the erection and furnishing of the building. The three floors contain rooms for forty-five people, baths, a common social room, with a large recreation room on the ground floor.



BENNETT AND HATHAWAY HALLS



WEST HALL

(1906)

West Hall is a well-equipped home for forty people. On the ground floor is a large, homelike common room, with fireplace, that is a favorite gathering place for all students. The art studios are on the upper floor.

METCALF HALL

(1907)

Metcalf Hall contains offices of administration, post office, bank, school bookstore, cloakrooms, class rooms, and auditorium. The auditorium is equipped with stage and curtain. The walls are adorned with pictures presented by various classes and individuals illustrating different periods of art and architecture, and including, among others, a plaster cast of a part of the frieze of the Parthenon, large photographs of the Roman Forum, the Parthenon, the Cathedral of Florence, Michelangelo's "Jeremiah," the Cathedral of Amiens, Rembrandt's "Syndics," Durer's "Saints Mark and Paul," and St. Peter's Cathedral.

The building is named in honor of Mrs. Sarah Metcalf, a life-long friend of the School, whose son, the late Dr. Henry S. Metcalf, was long president of the Board of Trustees. The School is indebted to the late Andrew Carnegie for a gift of \$10,000 toward the erection of this building.

POWER PLANT AND LAUNDRY

(1911)

In the steam plant, from which all buildings are heated, are installed two tubular boilers of 150 and 225 horsepower. These boilers are served by Jones' underfeed stokers. The plant maintains an even pressure of steam in the radiators in rooms and halls throughout the institution.

The laundry, which is also in the building, is equipped with modern laundry machinery.

THE INFIRMARY

(1913)

This building affords excellent equipment for the care of students in case of illness. The building contains a nurse's business office, two completely equipped, well-lighted and ventilated wards with a capacity of ten beds, bathrooms, two private rooms, and a kitchenette. A trained nurse is in constant residence.

SCIENCE HALL

(1914)

Science Hall provides excellent facilities for the work in science. The first floor contains large, thoroughly equipped, modern laboratories for the work in Domestic Science. On the second floor are the Physics, Chemistry, and Biology laboratories, with all necessary modern appliances, and a commodious, well-appointed room for Mathematics.

WILLIAM PARKER McKEE HALL

(1922)

William Parker McKee Hall, built by funds contributed by the Baptist Board of Education, of red pressed brick with stone trimmings is four stories high. The ground floor contains the central dining-room which was entirely reconditioned and refurnished in 1938 through the generosity of Mr. and Mrs. W. E. Goodman, Chicago. The other floors have a parlor for the use of students, a suite of rooms for the Head of the Hall, a kitchenette, ample bathrooms, and rooms for fifty-six students and teachers. This building furnishes a home for college girls, and a dining-room for the entire College. This building is named for William Parker McKee in honor of the completion of twenty-five years of service as President.

CAMPBELL LIBRARY

(1925)

Campbell Memorial Library was erected by funds furnished in part by Mr. George D. Campbell and Mr. S. J. Campbell of the Board of Trustees, and by Miss Jessie Campbell, '07. The College is also indebted to the late Senator William McKinley for a gift of \$5,000 for this building. It is named in honor of Mr. and Mrs. Robert Campbell, long friends of the institution. In 1937 Miss Jessie M. Campbell gave to the library one hundred selected volumes from her library. The reading-room occupies the entire first floor. The present library of 10,000 volumes, besides many bound magazines and useful bulletins, is well catalogued and in charge of a trained librarian. The library is also adequately supplied with magazines and periodicals. There are over 3,000 mounted pictures in the art files. The Hazzen Memorial Collection consisting of over 1,000 volumes was contributed by the late Mrs. Isabel Dearborn Hazzen from the library of her husband, the late Henry Wilmarth Hazzen, long a teacher in the School. The Hazzen Endowment provides for the development of the collection. Another

valuable addition of books received during 1925 was the collection given by Mrs. Winona Branch Sawyer, '71, of Lincoln, Nebraska. The upper floor of the library is occupied by the Dickerson Art Gallery. One room in this building is devoted to the collection gathered by the Frances Shimer Historical Commission.

WINONA BRANCH SAWYER HOUSE

(1926)

Winona Branch Sawyer House, a commodious home for the president, was the gift of Mrs. Winona Branch Sawyer, of the Class of '71. It is built of brick in the Colonial style of architecture in harmony with the other buildings of the group.

GYMNASIUM AND SWIMMING POOL

(1929)

The building contains on the first floor a tile-lined swimming pool, 60 x 25 feet, showers, dressing rooms, drying-room, lockers, toilets, and modern facilities for the refiltration and sterilization of the water in the pool.

On the upper floor are the gymnasium, the office of the Director of Physical Education, examination rooms, equipment and cloak rooms, with additional showers, dressing-rooms, and lockers. The main room, 87 x 52 feet, gives ample space for all indoor games and all types of gymnastic work. At the south end of the room is an elevated stage with curtain, cyclorama setting, and a well-appointed, modern system of lighting. Adequate provision is thus made for the work of the Department of Speech and Dramatics.

BENNETT HALL

(1937)

In 1937 College Hall, which was built in 1909, was entirely reconditioned and refurnished through a generous gift of the children of Myrtie Stevens Bennett, Class of 1880, for whom the new dormitory has been named. The first floor contains two reception rooms, three suites accommodating four students each, a student kitchenette, and the Dean's apartment. Upper floors contain student rooms and baths for forty-four students.

STUDENT ORGANIZATIONS

Believing that direction may be given in the worthy use of leisure and that students should be given an opportunity to effect social contacts in groups voluntarily organized to pursue common interests, club life is encouraged. Membership, though not compulsory, is strongly urged.

STUDENT GOVERNMENT ORGANIZATION

The Student Government Organization to which every member of the Junior College belongs maintains self government in the Junior College residence halls. Effort is made to develop a feeling of responsibility by gradually giving the students opportunities for greater self-direction.

Regular meetings of the Association are held once each month. The executive committee meets once a week with the faculty counsellor to discuss the plans and problems of the students.

CHRISTIAN SERVICE LEAGUE

This organization sponsors discussion groups, encourages social life among the students, takes charge of Vespers and Chapel Services occasionally, and seeks in various ways to stimulate religious interest and interest in philanthropic work in the world.

FRANCES SHIMER PUBLISHING ASSOCIATION

Frances Shimer Record is a student publication issued four times a year. Its purpose is to give students experience in expressing themselves easily, clearly, and pleasingly in writing, and to afford opportunity for the publication of worth-while pieces of work in prose and poetry that may be produced. The management is in the hands of students, faculty advisors being appointed to counsel the officers in the task of editing and managing the publication.

ATHLETIC ASSOCIATION

The purpose is to arouse greater interest in physical education, stressing the enjoyment of sports and athletics, and the development of sportsmanship. The Athletic Association works in close co-operation with the Physical Education Department. It sponsors the inter-class hockey game on Thanksgiving Day; a class basket-ball tournament; the basket-ball banquet; a bob-ride; five- and ten-mile hikes; the May Fête; golf and tennis tournaments, and swimming meets.

ART CLUB

The Art Club has a two-fold purpose. It is organized to co-operate with the Commission of the Dickerson Art Gallery in the procuring and arranging of exhibits and in stimulating among students interest in the aims and activities of the Gallery. In the monthly meetings of the Club attention is directed by programs and informal talks to contemporary art. The Club members are occasionally invited to the homes of art collectors or the studios of professional artists. Journeys to art centers within a one hundred and fifty mile radius are made annually. The Art Club takes direct responsibility for teas and coffees given at current art exhibits and for visiting artists. Valuable social training as well as artistic is thereby received.

The second purpose of the Club is to develop skills which should be productive of joy in school life and give resources within, which enable the student to make worthy and happy use of leisure. The special club room maintained by the Art Club goes far in making possible the opportunity for any student to pursue a worthwhile craft or hobby. Equipment for metal work, printing, wood carving, modeling, and numerous other useful and beautiful crafts is available for student use in this room.

The Club is open to students of Art History, Graphic Arts, and to a limited number of students interested in art but not enrolled in art courses.

DRAMATIC CLUB

The Green Curtain Dramatic Club is an organization open to all students. Try-outs are held early in the fall under the supervision of the dramatic director. The Club gives two major productions during the year. Its members appear in the casts for the Christmas and Easter festivals as well. There is a general monthly business meeting followed by a program. The Club in association with the classes in Art History sponsors a special trip to Chicago to visit the theatres and art centers. The Club seeks to promote appreciation of the best in drama, and to offer an outlet for expression in the creative arts of the theatre.

THE BOOK CLUBS

The Book Clubs are organizations of girls especially interested in the study and enjoyment of the best in contemporary literature—fiction, poetry, drama, and essay. The groups meet informally before the fire on Sunday afternoons to engage in conversation about recent books and authors. Free exchange of opinion is encouraged, supplemented by discussion of a leader and excerpts from periodical reviews.

INTERNATIONAL RELATIONS CLUB

This organization, which is open to all students enrolled in the junior college, has as its aims the development of an understanding of international affairs and an appreciation of the customs, achievements, and aspirations of the various peoples of the world. Its activities include regular monthly meetings, the operation of an international news bulletin board, the sponsorship of guest speakers, and attendance at international relations conferences held at other colleges.

LATIN CLUB

The Latin Club is organized under the name *Fori Sociae Sorores*. Membership is coveted among the members of the Latin classes and is dependent upon scholastic standing. The function of the Club is both social and educational. The members meet once a month.

The program for the year included formal initiation of new members; two programs presented by the members of each Latin class dealing with Roman men, customs, literature; and a Roman Banquet, at which the toga-clad guests reclined in true Roman fashion and dined from characteristic Roman dishes.

Through the Latin Club the *Eta Sigma Phi* medal for excellency in Latin is presented to eligible candidates.

BOOTS AND SADDLE CLUB

This club was organized for young women interested in better equitation. The club meets once a month for a study of types of saddle horses and nationally known horses of the show ring. Sleigh rides and hay rack parties are enjoyed when the weather permits.

Each year the Boots and Saddle Club sponsors two gymkhanas, two all night horseback trips to the rocky bluffs of the Mississippi, a formal banquet, and a trip to the International Livestock Exposition in Chicago.

CAMERA CLUB

The Camera Club is organized to afford a means of self-expression as well as entertainment, for interested students. Both the technical and artistic phases of photography are studied. The school dark-room is available to its members many of whom develop and print the pictures they snap. Throughout the year various contests are held to secure prints for the annual exhibit in the spring.

ARTS AND CRAFTS CLUB

This club was organized for those who enjoy doing handwork in their leisure time. Members have worked on various projects in bead work, leather tooling, knitting, and quilt making. A small hand loom is available for students who wish to experiment with weaving.

PRO MUSICA

This club is composed of a limited group of talented music students who meet on the second Sunday afternoon of the month for a concert given by members, followed by a business meeting and social hour. The organization acts as host to visiting musicians and endeavors to foster the love of good music. Membership is by try-out under the supervision of the Dearborn Faculty.

PHI THETA KAPPA

The Beta Sigma chapter of Phi Theta Kappa, Junior College Scholastic Honorary Society, was installed in 1932. Membership in this society is limited to the upper ten percent of the student body of the Upper Division.

DELTA PSI OMEGA

The National Honorary Dramatic Society, Delta Psi Omega, strives to uphold a high standard in both scholastic and dramatic endeavor by initiating into its membership only those girls who have done outstanding and efficient work in playwriting, acting, or production. The connection with other chapters of the national society inspires all dramatic club members to greater effort, and aids in the production of a higher type of play at Frances Shimer.

THE JUNIOR COLLEGE

The Junior College has grown out of a need in the American educational plan for an institution which shall meet the intellectual and social needs of students who have completed their high school work. It has become increasingly apparent that these intellectual and social needs more nearly correspond to those of the older high school group than they do to those of the group who are engaged in the specialized courses of study being pursued in the upper division of college and university. During this Junior College period must be cultivated social stability and ability to deal intelligently with the problems of modern life.

The four year junior college meets the needs of this enlarged group of the last two years of high school and the two years immediately following. The high school student is prepared for college in the presence of college facilities and the feeling of abrupt transition from high school atmosphere to that of the college is broken down. Similarly, the student in the college group avoids the pitfalls of mass education becoming increasingly evident in the larger institutions; she receives attention according to her individual needs, and consequently during the most formative years she lives in the presence of influences which will best develop her as a social and intellectual personality.

Frances Shimer entered the Junior College field in 1907 when there were but fifteen Junior Colleges in the nation. For many years the college students were felt to be quite distinct from the preparatory school group. Since 1930 the social organization of the last two years of high school and the two college years has been perfected. The curriculum is now integrated so that there is offered a four year rather than a two year Junior College course. Two curriculums are offered, an academic and a general curriculum. These are outlined on page 37. The specific courses in these curriculums are planned to eliminate duplication of instruction while preserving standard academic requirements for graduation from preparatory school and college. At any given point credits are transferable to institutions accredited by the standard accrediting agencies. By remaining through the four year course wasteful duplication of courses is eliminated and the student is enabled to advance into additional fields of study.

Thus in English within the four Junior College years there are generally two courses in English literature. At Frances Shimer these two courses differ from each other in approach, scope and subject matter. The course English 21-22 emphasizes types of English literature and English 41-42 surveys the entire field of English literature. Throughout the Shimer curriculum this continuity of courses and lack of duplication will be seen.

The purpose of the Junior College curriculum is two-fold. It

offers to those students who wish to continue their education in the upper division of a university along some special line of study the academic preparation needed. On the other hand those students whose interests and aptitudes are clearly defined in music, art, or speech are urged to enjoy the pursuit of these arts and at the same time acquire a cultural background that will be both interesting and useful to them. To such students the General course described on page 38 is recommended or one of the more strictly pre-professional courses.

Since the second year of the four year program is identical with the senior year of high school, particular care is taken at that point to satisfy standard entrance requirements of four year colleges and universities.

SUB-FRESHMAN CLASS

Students who have completed ninth grade, i.e., Junior High School, will be admitted to a sub-Freshman class and will be given tenth grade work required for entrance to the Junior College.

ADMISSION

Application for admission is made on a special application form which is included in this catalogue. When accompanied by a registration fee of twenty dollars for reservation of a room, the application is officially recorded. This amount is later credited to the semester fee.

Entrance examinations are not required, although certain psychological and placement tests are given at a time near the beginning of the academic year.

Students will be admitted to full junior college standing (eleventh grade) upon presentation of seven acceptable units completed in a high school accredited by the North Central Association of Colleges and Secondary Schools or by other recognized standardizing agencies. Students will be admitted to full standing in the junior year of the Junior College (equivalent to college freshman) upon presentation of sixteen units from a four-year high school or twelve units from a senior high school accredited by the above mentioned accrediting agencies. A unit in any subject represents the equivalent of five class meetings a week for a year of approximately thirty-six weeks. Classification will be accorded when the certified list of credits is presented. A candidate for admission also must furnish evidence of good moral character and honorable dismissal from the school last attended.

MARKING SYSTEM

The letters A to E are symbols used to indicate the degree of proficiency in any subject and may be interpreted as follows:

A—Superior

C—Average

B—Above average

D—Below average

E—Failure

The average or C group constitutes from 40 to 60 per cent of the students in each class according to the judgment of the instructor who is governed in the distribution of grades in classes enrolling ten or more students by certain elastic maximum and minimum percentage limits agreed upon by the faculty. The letter D represents the passing grade.

As a rule, condition grades are not assigned by the faculty. Where special conditions prevail, however, which are not the result of a student's inattention to her studies, incomplete work may be made up with the consent of the instructor. A student who receives a final examination grade of E in any subject may request a second examination, providing the average grade in that subject for the average is not less than C. Such an examination, however, must be taken not later than four weeks after the beginning of the ensuing semester, and when taken may not result in a final semester grade higher than C.

Supplementing the marking system is the grade point system, which serves to set definite standards of achievement in terms of amount and quality of work. Grade points are assigned in the following manner:

A grade of A earns 3 grade points for each semester hour of credit.

A grade of B earns 2 grade points for each semester hour of credit.

A grade of C earns 1 grade point for each semester hour of credit.

A grade of D earns 0 grade points for each semester hour of credit.

Students in the lower division normally carry sixteen hours of work each semester and in the upper division fifteen hours.

Reports are sent to parents at the end of the first six weeks and at the close of the semester. Additional reports will be sent upon request to parents at any time.

REQUIREMENTS FOR GRADUATION

JUNIOR COLLEGE DIPLOMA

The diploma of graduation from the Junior College is awarded to students who have completed a minimum residence of one year and a minimum of 60 semester hours of work in the upper division.

Six semester hours of English in the upper division are required of all candidates for the Junior College Diploma. An additional minimum of 12 semester hours of work must be presented from the social science-science groups or from the social science-modern language groups. The remaining forty-two hours of the upper division may be selected to meet the requirements of the institution to which the student expects to transfer, or in work adapted to complete her Junior College course. Physical Education is prescribed for all students.

RECOMMENDATION TO COLLEGE

For recommendation to college or university the student must have an average of C for the two years work in the upper division. Preferred recommendation is given to students who rank in the upper third of their class.

HIGH SCHOOL CERTIFICATE

In view of the fact that some students may wish to continue their education at another institution on finishing the work of the lower division a certificate is awarded at that point to students who have completed a minimum of one year of residence and a minimum of 64 semester hours or 8 high school units in the lower division, (or a total of 15 high school units).

The subject requirements for graduation are based on the four year High School curriculum, and are as follows: two subjects pursued for three years each and two subjects pursued for two years each, these subjects to be selected from the following five groups: English, Foreign Language, Mathematics, Science, and Social Studies.

The total number of High School units required for graduation is 15. Physical Education is required. Five of these units are elective. The work of each lower division student is planned to meet her special interests and needs, and her future college requirements.

SCHOLARSHIPS AND AWARDS

Scholarships for Daughters of Ministers

Scholarships having a value of one hundred dollars per year are granted to daughters of ministers in active service. Such students are required to maintain an average high C standing.

Scholarships for Students of Superior Ability

To recognize and reward high scholastic and personal achievement and to give assistance to worthy students of ability and determination who could not otherwise attend college, the Trustees have set aside a limited portion of the institution's annual income to be used for this purpose. The assistance takes the form of merit scholarships and service scholarships.

Merit scholarships are available to high school graduates who are included in the upper quarter of their graduating classes. A student will be expected to maintain an average grade of B. Failure to maintain this average grade results in forfeiture of the scholarship.

Various opportunities for self-help are available. The most remunerative and least time-consuming are those involving table service in the dining room, the compensation for which amounts to \$200.00 per year. There are assistantships in various departments such as music, library, infirmary, physical education, laboratory, Dean's office and President's office which provide from \$100.00 to \$200.00 per year, the most frequent compensation being \$150.00 per year. Various clerical tasks, often requiring typing skill, pay from \$100.00 to \$150.00 per year, depending on the amount of time expended.

Honor Scholarships

A senior scholarship amounting to one hundred and fifty dollars may be granted in recognition of outstanding mental and personal qualities to a Frances Shimer student who has completed the work of the junior year.

Two scholarships amounting to five hundred dollars each may be granted to new students entering the first year of college (junior high school year), payable one hundred dollars per year in the lower division and one hundred fifty dollars per year in the upper division.

On recommendation of the faculty, two honor scholarships amounting to three hundred dollars each, payable one hundred fifty dollars per year, may be granted to Frances Shimer students who have completed the work of the lower division.

The Honor Scholarships

The Faculty awarded an Honor Scholarship in the Lower Division in June, 1938 to Jeanne Gavin. The Senior Honor Scholarship was given to Constance Clough.

Educational Aid Association Scholarship

The Educational Aid Association of Frances Shimer Junior College provides an annual scholarship of one hundred dollars, which is awarded on the basis of deserving need.

The Jessie Miles Campbell Prize

The Jessie Miles Campbell Prize of ten dollars for excellence in Latin was awarded in 1938 to Mary Bullis.

The Ileen Bullis Campbell Prize

The Ileen Bullis Campbell Prize is an annual award for excellence in the field of History. This prize was awarded in 1938 to Margo Pfeifer.

The James Spencer Dickerson Prize

The James Spencer Dickerson Prize to the student who shows the greatest amount of progress in Art was awarded in 1938 to Betty Kercher.

The Dramatic Club Prizes

The Dramatic Club offers two annual awards of ten dollars each, one for excellence in Acting, and one for excellence in Stage Production. The names of the recipients of these honors, as selected by a joint committee of faculty and Dramatic Club members, are engraved on the silver plaque which hangs in the Speech Room. In 1938 the prize in Acting was awarded to Betsy Johnson and the prize for Production was awarded to Eloise Kellogg.

The Martha Barnhart Hoffman Prize

The Martha Barnhart Hoffman prize is given to the student who does the most outstanding work in Interpretive Reading. It was awarded in 1938 to Ruth Madeline Montgomery.

Pro Musica Awards

The honor of having her name engraved on the Pro Musica Shield is given each year to the most outstanding member of the club from each of its three departments; Piano, Voice, and String. The honor in Piano was given in 1938 to Enid Ritchie, and in Voice to Betty Ewald.

The Grace Reynolds Squires Prize

The Grace Reynolds Squires Prize was awarded for the first time in June 1938 by Mrs. John Squires, Class of '02. It is given for excellence in Concert Singing and is awarded to the student who makes the best appearance in the annual Commencement Concert. It was awarded in 1938 to Janet Blumer.

The Elizabeth Percy Konrad Trophy

The Elizabeth Percy Konrad Trophy for excellence in English was presented in 1926. The name of the student in the graduating class who does the best work in English for the year, as recommended by a committee appointed for the purpose, is engraved on a large silver cup. Frances Fox won the trophy in 1938.

The Record Prize

The Frances Shimer Record presents a prize to the student who has done the most outstanding work in Creative Writing. It was presented in 1938 to Pauleen Kivlan.

The Samuel James Campbell Athletic Trophy

The Samuel James Campbell Athletic Trophy is awarded to the outstanding athlete of the year. In June, 1938, it was awarded to Mary Jean Miles.

The Golf Trophy

A golf trophy, a silver cup, bears the name of the winner of the annual tournament. Marjorie Simmons won the cup in 1938.

The Tennis Trophy

A tennis trophy, a silver cup, bears the name of the winner of the annual tournament. Enid Ritchie was the winner in 1938.

SUSAN C. COLVER LECTURESHIP FUND

The late Mrs. Susan E. Rosenberger, with her husband, Jesse L. Rosenberger, of Chicago, endowed the "Susan C. Colver Lectures" in honor of Mrs. Rosenberger's mother by giving certain securities to the College. The lecture for 1937-38 was given by Jessica North.

EXPENSES FOR THE COLLEGE YEAR

There are no special fees of any kind for regularly elected courses described in the catalogue or for many other services provided by the College. All fields of study and all instructional facilities, therefore, are open to all students without special charge, irrespective of the kind of study undertaken.

Tuition and living for the scholastic year, \$790.

This single fee includes the charge for board, room, laundry, and all academic instruction, and in addition includes all special fees, such as class work and private lessons in music, art, and speech; gymnasium instruction, laboratory courses, all courses in home economics, graduation, and special lectures and entertainments provided by the school. No charge is made for extra studies taken in addition to the prescribed number. The facilities of the Infirmary as well as the services of the nurse are available to students without charge. This includes common remedies appropriately dispensed by a nurse without a physician's prescription, the dressing and treatment of infections, bruises, and wounds, and infirmary service in cases of illness. Fees of local physicians called in for diagnosis and treatment are paid by the students. Certain courses in home economics and art involve a charge for the actual materials consumed or used.

A registration fee of twenty dollars is required when the application is submitted. The name of the applicant is then entered officially in the roster of new students. This amount is later credited to the semester fee. If for any reason withdrawal becomes necessary, the registration fee will be refunded, providing notification is received before August 1 and January 1 of the first and second semesters respectively.

Students living in the vicinity of Mount Carroll who do not wish to become residents of the School pay a fee of \$200 for the college year. This includes all special fees of whatever nature, except those of the Infirmary.

Rooms are generally planned to accommodate two students. Single rooms, when available, may be assigned upon request. A charge of thirty dollars per semester is made for single or suite rooms in all dormitories except West Hall. Double rooms may not be held as single rooms.

TERMS OF PAYMENT

All fees are payable strictly in advance. The receipt of the cashier on each class registration card is necessary before students are admitted to classes. All accounts, including those owed to the College Book Store, must be settled in full before permission is given to take the final semester examinations, January 25 and May 29, 1940. No reports, statements of scholastic standing, or diplomas are issued until all accounts of whatever character are settled in full. Students entering for the second semester only will pay at the rate of \$430 for the semester.

HOUSE STUDENTS

Due on or before September 13, 1939:

For the first semester\$430.00

The \$20 registration fee will be credited on this payment.

Due January 1, 1940, and payable not later than January 30:

For the second semester\$360.00

DAY STUDENTS

Due on or before September 13, 1939:

For the first semester\$100.00

Due January 1, 1940, and payable not later than January 30:

For the second semester\$100.00

MISCELLANEOUS EXPENSES

The amalgamation of all fees into a single comprehensive fee was made for the purpose of informing all parents regarding their maximum liability to the College. Certain miscellaneous expenditures for the purchase of books and supplies are necessary. It is desirable that these be kept at a minimum and the co-operation of parents is sought in limiting the monthly allowance for the sake of a wise economy.

The College Book Store stocks a supply of all books, supplies, and stationery, and in addition keeps for sale toilet goods and articles commonly required by students. Students may pay cash or maintain a charge account, an itemized copy of which is sent periodically to parents and is due upon presentation. The Store has for sale a very well arranged student's account book with perforated monthly expense summaries which may be detached and sent to parents. It is recommended that parents require the keeping of such an account and by this means encourage accurate justification of all expenditures.

While most incidental expenses are governed by purely personal inclinations, a few are incurred by all students. Class and club dues, subscription to the student publication, "The Record," admission to athletic events and dramatic productions put on by the students are all covered by a Student Activity fee. The amount of this fee varies according to the extent to which a student is likely to participate in school activities. The fee is \$15 for junior college students in residence and \$8 for day students. These fees are collected by the college and turned over to the manager of the Student Activity fund to be allotted to different student organizations.

A student bank is maintained in the Business Office. Deposits and withdrawals for personal expenses may be made at stated intervals.

WITHDRAWAL

Since all instructors are necessarily engaged for the year upon the basis of estimated needs, no part of the fee can be refunded due to withdrawal from school. Similarly, when a room is vacated no other student may be assigned to that room since registration has already ceased. All services and facilities are necessarily provided on the basis of a full scholastic year and economic administration forbids refunding of fees on account of withdrawal.

It is the practice, however, to make a concession when illness, as certified by a physician's written statement, requires withdrawal. The cost of food, service excluded, up to the time of withdrawal forms the basis of any refund made. Such refund, however, will not be made for withdrawal at or after the Christmas vacation in the first semester or during the last six weeks of the second semester.

No refund in any amount will be granted to students who withdraw voluntarily or upon request.

CHANGING AND DROPPING COURSES

Permission to change courses will be granted during the first two weeks of each semester. Application to the Registrar should be made for a Change of Course card upon which reasons for the change are required to be stated. Only reasons of an educational character will be considered.

After the expiration of the first two weeks of each semester no course may be dropped except for definite reasons of physical and mental health. Impending failure or fear of failure are not regarded as suitable reasons for dropping a course.

COURSES OF INSTRUCTION

The College offers four years of study in each of the standard academic subjects. These extend from the Junior College freshman year through the senior year without duplication of effort or subject-matter.

The courses of instruction are organized into seven groups representing seven fields of study, as follows:

- I. Language, Literature and Speech Arts: English, Latin, French, German, Library Science, Speech, Dramatic Art.
- II. Science and Mathematics: Biology, Botany, Physiology, Evolution, Physics, Chemistry, Algebra, Geometry, Trigonometry.
- III. Social Science: History, Economics, Sociology, Psychology, Education,
- IV. Fine Arts: Music, Graphic and Plastic Arts.
- V. Home Economics: Clothing, Foods, Home Planning and Furnishing, Home Management.
- VI. Secretarial Studies: Typewriting, Stenography.
- VII. Physical Education.

Description of these four-year groups appears at the head of each section in the pages following. The integration of these courses in the four-year Junior College plan does not disturb requirements for High School graduation in its normal place, nor requirements of four-year colleges for Junior standing. It is possible to pursue this curriculum to any given point without affecting transfer of credits to accredited institutions.

Students will find it both easy and profitable to learn the requirements of the four-year college they will attend upon graduation from Frances Shimer, and to plan their courses during the Junior College years so as to satisfy these requirements. In this respect the Junior College does not differ from the first two years of the four-year college, as all institutions have certain requirements for the fundamental years. The standardization of these courses in most institutions permits transfer without loss of credit, provided only that students are able to meet the grade-average requirements of the institution they are entering.

Courses are divided into two groups: upper division and lower division. The lower division comprises the first two years, eleventh and twelfth grades, and the upper division the second two years of the Junior College, (the freshman and sophomore college years).

First-year courses have numbers in the tens: English 11, French 11, etc. The second semester continuation of English 11 is English 12, etc. Similarly second-year courses have numbers in the twenties, third-year courses in the thirties, and fourth-year courses in the forties.

Two courses of study are suggested for the four-year Junior College curriculum: An Academic Course and a General Course. These courses may be varied to meet the student's interests and needs.

ACADEMIC COURSE

FRESHMAN YEAR

(11th Grade)

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
English 11	4
Biology 11	4
Modern History 11	4
Foreign Language	4
(French or Latin)	
Physical Education	

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
English 12	4
Biology 12	4
Modern History 12	4
Foreign Language	4
(French or Latin)	
Physical Education	

SOPHOMORE YEAR

(12th Grade)

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
English 21	4
Physics 21	4
U. S. History 21	4
Foreign Language	4
(French or Latin)	
or Mathematics	
(Advanced Algebra 13)	
Physical Education	

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
English 22	4
Physics 22	4
U. S. History 22	4
Foreign Language	4
(French or Latin)	
or Mathematics	
(Solid Geometry 22)	
Physical Education	

JUNIOR YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
English Composition 31	3
Biology 31	4
History 31 or 33	3
Foreign Language,	
French or German	3 or 4
Speech 31	2
	<hr/>
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SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
English Composition 32	3
Biology 32	4
History 32 or 34	3
Foreign Language,	
Continued	3 or 4
Speech 32 or 34	2
	<hr/>
	16

SENIOR YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
English Literature 41	3
Economics 41	3
Foreign Language, Continued	3
Psychology 41	3
Art History 47, or	
Chemistry 31, or	
Mathematics 31, or	
History 31 or 33	3 or 4
	<hr/>
	16

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
English Literature 42	3
Sociology 42	3
Foreign Language, Continued	3
Art History 48, or	
Chemistry 32	3 or 4
History 32, or 34, or	
Mathematics 32	3
	<hr/>
	16

For students who do not intend to carry their college work beyond the two years of the upper division a general course is recommended which will give a broad cultural background in preparation for intelligent social living.

GENERAL COURSE

FRESHMAN YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
English 11	4
Geometry	4
Modern History 11	4
Elective—	4
Typing	
Music and Music Theory	
Art	
Home Problems 13	
Speech 11	2
Physical Education	

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
English 12	4
Geometry 12	4
Modern History 12	4
Elective—	4
Typing	
Music and Music Theory	
Art	
Home Problems 14	
Speech 12	2
Physical Education	

SOPHOMORE YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
English 21	4
U. S. History 21	4
Biology 11	4
Electives—	4
Typing	
Music	
Art	
Physical Education	

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
English 22	4
U. S. History 22	4
Biology 12	4
Electives—	4
Typing	
Music	
Art	
Physical Education	

JUNIOR YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
English 31	3
Physical Science Survey 33	4
Music Appreciation 33	2
Speech 31	2
Electives	4
	<hr/>
	15

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
English 32	3
Physical Science Survey 34	4
Music Appreciation 34	2
Speech 32 or 34	2
Electives	4
	<hr/>
	15

Suggested Electives: History 31 or 33 and a foreign language.

SENIOR YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
English Literature 41	3
*Economics 41 or History 31 or 33	3
Psychology 41	3
Art History 47 or Graphic Art 37	3
Electives	4
	<hr/> 16

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
English Literature 42	3
Sociology 42 or History 32 or 34	3
Art History 48 or Graphic Art 38	3
Electives	6
	<hr/> 15

*Economics must be preceded by a year of History.

COURSES IN THE FINE ARTS

Students who wish to develop their ability in music, art, or dramatics either for the cultural value of these arts or with a view toward professional training should follow the curricula outlined on Pages 56, 63, and 46.

SPECIAL COURSES

The curricula in Physical Education, Home Economics, Library Science and Secretarial Studies are not meant to be terminal in their character. They are designed to meet the demands of students who desire to continue their general education in college and at the same time pursue an interest or increase a skill. These curricula are described on Pages 72, 67, 44, and 69.

THE COURSE IN EDUCATION

Students who desire at the end of two years of college work to obtain the Illinois Limited Elementary School Certificate should follow the curriculum outlined on Page 55. Students who have completed these requirements will be recommended for the appropriate certificate in other states also.

DEFINITION OF TERMS

A semester hour is a credit granted for successful completion of a study pursued for one class hour per week throughout a semester of eighteen weeks. Two hours of laboratory work in general are counted as equivalent to one class hour if the instructor requires computations and write-ups of laboratory work to be done outside of laboratory hours. If such work is required to be done in the laboratory and under the supervision of the instructor, the laboratory equivalent of a class meeting for which preparation has been made is three hours.

Class hours are fifty minutes in length. A five-minute interval is allowed for passing from one class to another.

LANGUAGE, LITERATURE AND SPEECH ARTS

ENGLISH

Effort is made throughout the courses in English composition and literature to realize a two-fold aim: to enable the student to organize and express her thoughts with accuracy and effectiveness, and to cultivate an appreciative understanding of our rich literary heritage, and its relations to the problems of modern life. Organization of courses is planned to meet the requirements of the universities for foundation courses in composition and literature.

11-12—AMERICAN LITERATURE. A study of American writing from the settlement of the colonies to the present time. The work is done from an outline, and serves as an introduction to the more competent use of the Library. There is much reading outside of class. In addition to the literature, there is continued work in grammar and composition, with emphasis on punctuation, spelling, sentence structure and précis writing.

Five hours per week, both semesters. Four credits each semester.

21-22—TYPES OF ENGLISH LITERATURE. English Literature from Chaucer to the present, with emphasis upon outstanding types—in prose the novel, the essay, the biography, the story, etc.; in poetry the narrative, the epic, the lyric, the song, the ballad, the drama, etc. Oral and written reports and compositions; a review of grammar and rhetoric.

Five hours per week, both semesters. Four credits each semester.

31-32—COMPOSITION. The purpose of the course is to develop in the student the power and habit of effective writing. In the first semester the study and practice of the simpler forms of exposition lead gradually to analysis of longer expository essays, with opportunity to construct original compositions and to organize an investigative theme. In the second semester attention is given to simple problems of description and narration. Throughout the course the student is introduced to literary models, drawn from contemporary as well as classic literature, which illustrate the principles under discussion and tend to increase literary appreciation. Six book reports. Frequent individual conferences. Required of all juniors.

Three hours per week, both semesters. Three credits each semester.

41-42—SURVEY OF ENGLISH LITERATURE. A survey of English Literature from the Anglo-Saxon period to the present day, following the outline of English history. Special attention is given to masterpieces in all fields, and through a series of outside assignments the student is encouraged to do a maximum of work in that particular field to which the student is attracted.

Three hours per week, both semesters. Three credits each semester.

43—THE ENGLISH ROMANTIC MOVEMENT. The beginnings of English Romanticism in the eighteenth century will be traced briefly, followed by an intensive study of the poetry of Wordsworth, Coleridge, Shelley and Keats. Elective, open to seniors.

Three hours per week, first semester.

Three credits.

44—THE VICTORIAN ERA. This course will include a study of the social and ethical ideals of the period from 1832 to the end of the century, as they are reflected in the poetry of Browning, Tennyson, Arnold and the Pre-Raphaelites. Elective, open to seniors.

Three hours per week, second semester.

Three credits.

45—ADVANCED COMPOSITION. A course in creative prose writing for seniors. Class criticism for student-written material; a survey of influences at work in American life, language, and literature; and a survey of one phase of creative writing today by each student. Students are free to write the essay, the story, the drama, the radio script, the poem of any type, or the news story or advertisement. Pre-requisite English 31-32.

Two hours per week, first semester.

Two credits.

46—ADVANCED COMPOSITION. A continuation of English 45. More emphasis is put upon the revision and reconstruction of material after it is handed in and returned to the student.

Two hours per week, second semester.

Two credits.

47-48—RADIO SPEAKING AND WRITING. This course combines Advanced Composition 45-46 and Individual Speech 43-44. In Advanced Composition the student is coached in the writing of radio scripts, and in Individual Speech the student practices preparation for appearances in her scripts on the College's radio program given each week from Station WROK, Rockford. Open to seniors with special permission.

Four credits each semester.

LATIN

The teaching of Latin in the Junior College aims at an increased ability to read the language understandingly and with some ease. Regular concentrated grammar review allows ample time for collateral reading in literature and history. An attempt is made to develop literary appreciation in a foreign language.

11-12—CICERO. Reading from the *Orations of Catiline, Pompey, Archias*, excerpts from *Verres*, selected *Letters*. A study is made of Republican Rome, its social and political institutions, and Cicero as the product of this complex society. Writing of more difficult Latin with Cicero as a model.

Four hours per week, both semesters. Four credits each semester.

21-22—VIRGIL. Reading of *Aeneid* I-VI. Definite emphasis is placed upon the sympathetic reading of the great epic as well as upon an appreciation of the elements which constitute its greatness. Study of the Augustan Age at Rome. Mythology. Collateral reading in Homer and Dante.

Four hours per week, both semesters. Four credits each semester.

31-32—CICERO, LIVY, TERENCE. In the *De Senectute* Cicero appeals to the student in an entirely new and delightful field, informal philosophy. Livy furnishes an introduction to the poetical Augustan prose, and gives the student a naive and dramatic account of Rome's early history. Terence's comedy shows the lighter side of Roman literature and is a splendid example of polished colloquial style. This course will be offered providing there are sufficient registrations.

Three hours per week, both semesters. Three credits each semester.

41-42—HORACE, TACITUS. Horace's Odes are the best known and most loved, if not the greatest, poetry Rome produced. Tacitus' *Agricola* returns the student to the regular Latin prose style.

Three hours per week, both semesters. Three credits each semester.

MODERN LANGUAGES

The general aim of the courses in modern language is, through intensive study of the fundamentals of grammar and of correct pronunciation, to develop the ability to write and speak the simple idiomatic language, to understand it when heard, and to read graded material both intensively and for content. An endeavor is made in all classes to develop in the student an interest in, and a better understanding of, the real spirit, life, and ideals of the nation through its language. Courses 11-12, 21-22 in both French and Latin satisfy minimum university entrance requirements in languages.

FRENCH

11-12—BEGINNING FRENCH. Constant practice in oral work through dictation, reading, phonograph records. Aural training. Fundamentals of grammar. Graded reading, so treated as to train the student to grasp the idea directly from the language itself. Careful presentation of new material.

Five hours per week, both semesters. Four credits each semester.

21-22—INTERMEDIATE FRENCH. Grammar, review, dictation, oral work, themes. Reading of novel, history, play. Outside reading. Prerequisite, French 11-12, or equivalent.

Five hours per week, both semesters. Four credits each semester.

23-24—OUTLINE OF FRENCH LITERATURE. Outside reading for content. Oral reports. Grammar review with verb exercises. Prerequisite, French 11-12 and 21-22, or equivalent.

Four hours per week, both semesters. Four credits each semester.

31-32—ELEMENTARY FRENCH. A rapid course for advanced students who have not previously studied French. Phonetics, dictation, oral work. Fundamentals of grammar. Simple compositions, and readings on French heroes, history, and people. Open only to students in the upper division.

Four hours per week, both semesters. Four credits each semester.

33-34—ADVANCED FRENCH. Grammar review, short stories, conversation, outside reading, history, themes. Prerequisite, French 31-32, or the equivalent.

Three hours per week, both semesters. Three credits each semester.

41-42—FRENCH LITERATURE SURVEY. Illustrative readings. Grammar review, verb drills and exercises. Outside reading and reports. Prerequisite, French 31-34, or the equivalent.

Three hours per week, both semesters. Three credits each semester.

GERMAN

31-32—ELEMENTARY GERMAN. A rapid course for advanced students who have not previously studied German. Study of the foundations of grammar, drill in pronunciation, practice in writing and speaking and reading of simple prose and poetry. About fifty pages of supplementary reading are required in the second semester. Systematic work in translation for comprehension is emphasized.

Four hours per week, both semesters. Four credits each semester.

33-34—ADVANCED GERMAN. A thorough review of grammar; practice in composition based on material previously studied in texts. Aural comprehension and aural practice; vocabulary and the more common idioms. Reading of modern stories and plays. Extensive reading objective, about 500 pages. Prerequisite, German 31-32, or equivalent.

Three hours per week, both semesters. Three credits each semester.

LIBRARY SCIENCE

Junior college students in the Upper Division who are interested in Librarianship as a profession are advised to select courses which will provide them with the necessary breadth of background. Most professional schools require four years in approved liberal arts colleges for entrance. The Academic course outlined on page 37 should be followed emphasizing particularly English and American literature, both French and German, and the social sciences; an acquaintance with the sciences sufficient to enable the student to read intelligently in those subjects is very desirable.

A course in Lettering is of value in the preparation of library signs and posters; Art History and Music Appreciation would provide a good understanding of the Arts. In special libraries and departmentalized public libraries there is opportunity for those who have specialized in music, art, and education. Ability to use the typewriter is essential.

Two introductory courses in library work are offered. A limited number of students who are particularly interested may secure experience by assisting in the library an hour a day during their senior year.

31—LIBRARY SCIENCE I. An introductory course required of all Junior College students. Aim: to make students self-reliant and capable users of the resources of the library, for both leisure and required reading. The work consists of lectures on the arrangement of books and the function of the library, together with practical problems on the use of the card catalog, encyclopedia and general reference books (including periodical indexes), with some practice in bibliography.

One hour per week until proficient.

No credit.

32—LIBRARY SCIENCE II. A library course intended primarily for those who wish to make librarianship a profession. Special work in library tools and methods.

One hour lecture, class problems, and two hours practice work per week.

Two credits.

SPEECH ARTS

The aim of this department is fourfold: first, to develop an appreciation of the art of fine speaking; second, to aid the student of literature in oral expression; third, to give the student who expects to major in speech or dramatic work a foundation for university study; fourth, to foster the creative spirit through the medium of the theatre.

Those expecting to enter special schools of speech, or to major in speech arts at any of the universities should arrange a conference with the instructor before planning a course of study in order to insure the right choice of studies.

Students of speech are urged to elect courses in dancing, free-hand drawing, design, music, and history of art. Exceptional opportunities are offered at Frances Shimer to study these arts which are so closely related to speech and drama.

Applied Fundamentals of Speech, given the first semester of the Junior year, is designed to give those majoring in speech help with individual problems. Other students may enter with permission. Corrective speech receives attention. Enrollment in the class is limited to six. See Speech 33. In the senior year advanced students take private work. See Speech 43-44.

DRAMA

Frances Shimer offers opportunity to all students for artistic self-expression through the drama. Special festivals are given at Christmas and Easter. The Dramatic Club stages two productions. The Play Production students present one-act plays. Any student, including those registered in the lower division, may apply for admission to the Play Production Laboratory, conducted in connection with the course in Play Production. Not only in acting and stage management, but in design, costume, music, and dancing, the student receives practice in relating her art to an artistic whole. All departments of the college co-operate in producing a play. To maintain a high standard of artistry in performance is a constant aim. Among the plays given recently are: *Ladies in Waiting*, *Pride and Prejudice*, and *Stage Door*.

The Green Curtain Dramatic Club is an active organization holding monthly meetings. This Club gives two three-act plays as well as a vaudeville, which gives opportunity for all students in school who are talented in music, dancing, or characterization to perform. It has a membership of twenty-five chosen by try-outs during the first semester. All students are eligible for the try-outs. The Club also sponsors informal college dances and special lectures. In the fall and spring trips are made to Chicago. Visits to the theatre sometimes include journeys back-stage. Recently the

Dramatic Club has seen Maurice Evans in *Richard II* and Cornelia Otis Skinner in a program and Ina Clair in *End of Summer*.

The honorary dramatic fraternity of Delta Psi Omega elects its membership each spring from those of the Junior and Senior classes who have done exceptional work in acting and production.

EQUIPMENT

Equipment includes a stage of professional size, dressing rooms, an excellent switchboard, portable spots, floods, strip lights, and permanent borders and foots in three colors, all on dimmers. There is a property room and a workshop where scenery is built and stored. The Dramatic Club owns its costumes. While the emphasis is on acting, the facilities are adequate for many types of production.

SUGGESTED COURSE IN SPEECH ARTS

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Speech 31	2	Speech 32	2
Speech 33	1	Speech 34	2
Graphic Arts 31	2	Music Appreciation 34	2
Music Appreciation 33	2	English Composition 32	3
English Composition 31	3	*Modern Language	3
*Modern Language	3	Dancing, see page 39	
Electives	2	Electives	3
	15		15

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
Speech 41	3	Speech 42	3
Speech 43	2	Speech 44	2
Art History 47	3	Art History 48	3
English Literature 41	3	English Literature 42	3
*Modern Language	3	*Modern Language	3
Electives	2	Electives	2
	16		16

*Two years of modern language, preferably French, are required. If this amount has been taken in high school, other electives may be substituted.

11-12—SPEECH. A beginning course in Dramatic Art for students of the lower division. Voice and Pantomime. Oral Reading. Frequent opportunities to appear informally before an audience.

Two hours per week, both semesters. Two credits each semester.

31—FUNDAMENTALS OF SPEECH. This is a foundation for public speaking, interpretation, and acting. Breathing, the phonetic approach to enunciation, elements of tone production, the relation of emotion to speech; posture; rhythm; oral exercises with student criticism. Five-minute speeches before the class; assigned reading; individual conferences. A prerequisite for all other courses in Speech, private instruction.

Two hours per week, first semester.

Two credits.

32—LITERARY INTERPRETATION. A study of moods, emotions, and ideas as expressed by the poet, novelist, dramatist, with student's own creative work in monologues and plays. Some study in acting technique, and in radio technique. Lyric verse, dramatic monologues, short stories, scenes from plays and the student's own creations are the sources of material used.

Two hours per week, second semester.

Two credits.

33—APPLIED FUNDAMENTALS OF SPEECH. Individual instruction in classes limited to six. For students who are majoring in Speech, or those needing speech correction. The course is designed to help the beginning student with problems of diction, bodily co-ordination, and interpretation. Preferably taken in conjunction with course 31, Fundamentals of Speech. Open to juniors and seniors

Two hours per week, first semester.

One credit.

34—EXTEMPORANEOUS SPEAKING. The organizing of public opinion through speech. Study of the impulses governing human behavior. Organization of speech material. Assigned reading. Constant drill in speaking from the platform. Prerequisite, course 31, Fundamentals of Speech.

Two hours per week, second semester.

Two credits.

41-42—PLAY PRODUCTION. A beginning course open only to seniors. In the first semester history of the theater and a survey of the practical problems of scene construction, lighting, costume, make-up and scene design, assigned readings, required notebooks. In the second semester lectures, collateral reading and laboratory exercises in directing and acting. Each student is required to make a production book applying the principles of production to the one-act play. Each student directs a one-act play. Throughout the year members of the class are assigned to responsible positions for public productions thus receiving practical training in stage management, lighting, and costume. Prerequisite, Fundamentals of Speech, 31.

Two lectures and one two-hour laboratory period per week, both semesters.

Three credits each semester.

43-44—INDIVIDUAL INSTRUCTION FOR ADVANCED STUDENTS
Private lessons, for seniors who expect to major in Speech. Open to others by special permission. Advanced interpretation, characterization, preparation of recital material. Not more than a total of four credits will be granted for work in this course.

Two half-hour lessons and a minimum of five hours per week spent in study and practice, either semester. Two credits each semester.

PLAY PRODUCTION LABORATORY: A group limited to twelve students who meet with the Play Production Class for exercises in stage craft the first semester, and in acting and directing the second semester. This group participates in the Christmas and Easter Plays, as well as the student directed one-acts. Any student may apply to the director for membership in this class.

One evening meeting per week.

No credit.



SCIENCE AND MATHEMATICS

BIOLOGICAL SCIENCES

The courses in biology are designed to give the students a clear conception of the underlying principles which govern living matter, to teach them to know and to enjoy their environment, and to help them understand the interdependence of plants and animals and their relation to the physical world.

The large well-lighted laboratory is equipped with compound microscopes, slides, charts, and models. A micro-projector, recently purchased, has given new interest to the laboratory work.

11-12—ELEMENTARY BIOLOGY. A course for lower division students presenting a study of plants and animals, their lives, functions, environment, and economic importance. Field trips familiarize the student with local flowers, birds, and insects. Special emphasis is placed upon human biology and public health.

Three class meetings and two two-hour laboratory periods per week, both semesters. *Four credits each semester.*

31-32—GENERAL BIOLOGY. An introduction through plants and animals to fundamental biological facts. Typical forms are studied with reference to physiological processes, evolution, ecology and economic importance. Prerequisite for Physiology 41.

Two class meetings and two two-hour laboratory periods per week, both semesters. *Four credits each semester.*

41—PHYSIOLOGY. A general survey of the origin, development, and functional processes of the human body. It is recommended for science, pre-medical and pre-nursing courses. High school physiology is desirable. Biology 31-32 a prerequisite. Open to seniors only.

Two class meetings and two two-hour laboratory periods per week first semester. *Four credits.*

42—BOTANY. A study of the identification and classification of seed plants and ferns, with special emphasis on those native to north-western Illinois. The course is designed for those who desire more work in botany than is given in the General Biology course.

Two two-hour laboratory periods per week, second semester. *Two credits.*

44—EVOLUTION. That evolution has taken place is shown definitely in geological history, comparative anatomy, embryological development, natural classification, geographical distribution and experimental breeding. Open to seniors and to others by approval of instructor.

Two hours per week, second semester. *Two credits.*

PHYSICAL SCIENCE

21-22—ELEMENTARY PHYSICS. A course aiming to offer to the student explanations of common phenomena in daily life, and an understanding of the laws which control these, and to acquaint the student with scientific method. Although the mathematical side of the subject is not neglected, emphasis is laid upon the applications of the principles of physics in modern environment. Prerequisite, two years of high school mathematics. Elective for freshmen and sophomores.

*Three class meetings and two two-hour laboratory periods per week,
both semesters. Four credits.*

31-32—GENERAL CHEMISTRY. Principles and non-metallic elements. Metals and qualitative analysis. An introduction to chemistry. A study of fundamental principles, of characteristic chemical elements, of compounds important technically or of interest in daily life. The course aims to develop an understanding of the laws of physical science, and of the chemical phenomena in nature and in modern environment, and to bring about an appreciation of the contributions of science to the age in which we live, and to acquaint the student with "the scientific attitude." General Chemistry is prerequisite to specialization in home economics, nursing, medicine or any of the sciences. It is also of practical and cultural value to students interested in acquiring a general education. High school physics and two years of high school mathematics are desirable prerequisites. Open to juniors and seniors. Continuous throughout the year.

*Two class meetings and three two-hour laboratory meetings per
week, both semesters. Four credits each semester.*

33-34—SURVEY OF PHYSICAL SCIENCES. A survey of the fields of Physics, Chemistry, Astronomy, and Geology. The course is primarily designed to familiarize the student with the chief concepts and methods of the of the physical sciences and their principal contributions to modern life.

Four class meetings per week. Four credits each semester.

MATHEMATICS

The courses in mathematics aim to prepare the student for advanced study in mathematics, for the teaching of mathematics in secondary schools, for more efficient work in the various fields of business, finance, statistics, science, art and engineering, and to develop a method of thinking and solving problems that will be useful in daily life.

11-12—PLANE GEOMETRY. A study of straight-line figures, parallels, perpendiculars, circles, similar polygons, areas of polygons and circles, regular polygons.

Five hours per week, both semesters. Four credits each semester.

14—MODERN BUSINESS PROCEDURES. The purpose of this course is to develop in the student the ability to understand and appreciate the use and value of mathematics in the business world and in daily life. Special topics considered are percentage and its applications; trade and commercial discounts; the work of the modern bank, including the clearing house; the practice of thrift; methods of investing money; the stock exchange; life insurance and annuities; taxes and revenues; and business relations with foreign countries. Open to freshmen and sophomores.

Four hours per week, second semester. Four credits.

21—SECOND YEAR ALGEBRA. A review of first year algebra, the functional relation, graphs, variation, exponents, roots, radical, quadratic equations, radical equations, systems of quadratic equations, binomial theorem, logarithm, and the trigonometry of a right triangle. Work of the first semester covers required work for one-half credit. The whole year is recommended for College Board candidates.

Four hours per week, both semesters. Four credits each semester.

22—SOLID GEOMETRY. Lines, planes, and angles in space, a study of polyhedrons, cylinders, cones, and spheres with computation of their surfaces and volumes.

Four hours per week, second semester. Four credits.

31—TRIGONOMETRY. Trigonometric functions of angles, reduction formulas, fundamental identities, radian measure, inverse functions, equations, and the solution of triangles.

Three hours per week, first semester. Three credits.

32—COLLEGE ALGEBRA. A study of variables, functions, theory of equations, binomial theorem, progressions, logarithms, permutations, combinations, partial fractions, determinants, and series.

Three hours per week, second semester. Three credits.

SOCIAL SCIENCES

The aim of the social sciences is to give the student perspective and to prevent her submergence by the details of the knowledge of the world in which she lives. The background for an intelligent understanding of things as they are is to be found in the history of the past. Other courses are concerned primarily with the impact of forces generally known as the industrial revolution on economic, social and political institutions. Eventually it is hoped that the student will have an appreciation of the major social problems of the present day and not only will be eager to receive the rich heritage of the race but will also be enabled to contribute to its enrichment.

HISTORY

11-12—MODERN EUROPEAN HISTORY. An elementary course for lower division students. The first half is a study of Western Europe from the reign of Louis XIV to 1789. International relations as influenced by dynastic rivalries and revolutionary movements of the period are studied. The second part covers from 1789 to the present. Political and economic influences are traced in considerable detail as are also the international relations which culminated in the World War.

Five hours per week, both semesters. Four credits each semester.

21-22—AMERICAN HISTORY AND GOVERNMENT. The course includes a study of the history and political institutions of our country from the beginning to the present day, with particular stress on the more recent period. There are two reasons for teaching American History and Government as an integrated course: much of the material to be studied is the same; and a unified course of study will make possible a greater insight and understanding of the historical background of our federal and state governmental structure.

Four hours per week, both semesters. Four credits each semester.

31-32—MODERN EUROPEAN HISTORY. A study of the history of Europe from the sixteenth century to the present. Rivalry for colonial possessions; constitutionalism in England; the French Revolution; reconstruction and reaction in the first half of the nineteenth century; colonial development and expansion; imperialism and democracy; industrial revolution; modern European powers, their conflicting interests at home and abroad; the World War, the world settlement, and the disarmament conference. Collateral reading and special reports; map work. Either half of the course may be elected.

Three hours per week, both semesters. Three credits each semester.

33-34—ENGLISH HISTORY. A study of English history from the Roman occupation through the World War. Political, social, religious, and economic elements in the growth of the English people. England's colonial development and imperial problems; her advance as a world power; alliances and ententes; the World War and post-war problems. Parallel readings, individual research studies, map work. Either half of the course may be elected.

Three hours per week, both semesters. Three credits each semester.

35—HISTORY AND LITERATURE OF THE OLD TESTAMENT. An introduction to the history and literature of the Old Testament, with emphasis on the contribution of the prophets to the developing ideals of the Hebrew people.

Two hours per week, first semester.

Two credits.

36—HISTORY AND LITERATURE OF THE NEW TESTAMENT. A brief survey of the life and teachings of Jesus and the development of the Christian Church during the first and second centuries.

Two hours per week, second semester.

Two credits.

47-48—INTRODUCTION TO ART HISTORY. This course aims primarily to give a survey of the history of art from the earliest times to the present day as a foundation for subsequent period courses. It traces the development of style, emphasizing in the first semester sculpture and architecture and in the second semester painting. It deals also with general art principles and seeks to show the value of such knowledge in the development of taste and observation and in the evaluation of the art of the present day. Lectures are supplemented by collateral readings, term papers, and the study of numerous reproductions. Once a month the class meets with the Art Instructor in the Art Studio for a demonstration or for laboratory work. Either semester may be taken alone, but the entire course is recommended. A year of history in the upper division is recommended.

Three hours per week, both semesters. Three credits each semester.

ECONOMICS

41—GENERAL ECONOMICS. A course designed to orient the student in some of the fundamental economic principles and in the problems of modern economic society. Topics particularly stressed are the development of the present economic order and such characteristics of the present economic order as private property, reliance on free private enterprise and the profit motive, interdependence and specialization, prices, financial control, and world markets.

Three hours per week, first semester.

Three credits.

SOCIOLOGY

13-14—HOME AND COMMUNITY PROBLEMS. The course presents various aspects of present-day American life and institutions. The relation of the home to the economic, social, educational, and civic problems of the commonwealth, and the responsibility of the homemaker to these problems are emphasized.

Four hours per week, both semesters. Four credits each semester.

42—INTRODUCTORY SOCIOLOGY. This course is a study of the present social order in contrast to the social order which it is in process of displacing, i.e. the pre-industrial social order. It includes such topics as population, the technological base, man and his environment, man's social heritage, social groups and institutions in modern society, racial and cultural diversity, human nature, and the various problems arising from social change.

Three hours per week, second semester.

Three credits.

PSYCHOLOGY

41—GENERAL PSYCHOLOGY. A general survey of the facts of mental life with special attention to the problem of learning. A series of ten simple experiments serve to introduce the student to the scientific aspects of the subject.

Three hours per week, first semester.

Three credits.

EDUCATION

Students who complete the courses in education and fulfill other requirements will be recommended for the Illinois Limited Elementary School Certificate, which permits teaching in any of the first ten grades. Recommendation for the appropriate certificate in other states will be made also.

To obtain the certificate which is valid for four years of teaching or supervision, it is necessary to complete sixty semester hours of work in the upper division, as follows:

<i>Courses</i>	<i>Credits</i>
English.....	6
Mathematics or Natural Science	6
History or Social Science	6
Introduction to Education 42	3
Psychology 41.....	3
Practice Teaching 43, 44	5
Electives, which may include Free-hand Drawing, Public School Music Methods, Speech, Extemporaneous Speaking and Introduction to the Arts	31
Total	60

42—INTRODUCTION TO EDUCATION. A brief summary of the history of education in America followed by a study of the main phases of its development. In addition, attention is given to problems of instruction and school organization.

Three hours per week, second semester.

Three credits.

43—PRACTICE IN TEACHING. An introduction to the practical problems of classroom teaching. Organization, routine, schoolroom hygiene, discipline, lesson types, the assignment, methods of teaching, and similar topics will be studied. Frequent observations in schoolroom conditions and procedures are made by means of detailed observation outlines. This course is prerequisite to course 44, Practice in Teaching.

Two hours per week, first semester.

Two credits.

44—PRACTICE IN TEACHING. A systematically arranged procedure in the acquisition of experience in teaching. By agreement with the Mount Carroll and Savanna Public Schools, prospective teachers enter classrooms where instruction is being carried on by experienced teachers. Observation of various types of teaching procedures will be followed by supervised participation in phases of the classroom program of instruction and this in turn followed by assumption of complete responsibility for the recitation. Quizzes and discussions follow each phase of acquired experience.

Three hours per week, second semester.

Three credits

THE FINE ARTS

MUSIC

Instruction in piano, voice, and violin is given upon the same basis as academic subjects. For time spent the unit of measurement is identical with that used in all other subjects. The degree of difficulty is also approximately equal.

Music instruction is rapidly becoming organized in definite graded steps of progress. Accompanying these grades are academic requirements universally adopted by professional schools. Language and literature, history, psychology, the drama, and related subjects are prerequisites to advanced professional study. The junior college offers exceptional opportunities for the completion of these requirements before intensive application to exclusively professional study of music is undertaken.

Students electing courses in applied music must also pursue courses in the history or theory of music. The amount of such work may not be less than one-third of the amount in applied music. For lower division students Fundamentals of Music 11-12 may be taken to meet the requirement in music theory. Upper division students may elect History of Music 31-32, Appreciation of Music 33-34, Theory of Music 35-36, and Harmony 41-42.

No credit for applied music alone, except in glee club and orchestra, is granted. Final credit for applied music is not approved until the required amount of theoretical work has been completed. If preparation for courses in applied music in the upper division is not sufficient, the elementary courses may be taken with the approval of the instructor, but no credit will be given.

The aim of the department is to train students who are seriously interested in music. Consequently, half or part-time courses are only rarely approved.

The following outline of courses applies to upper division students and represents a normal program of work. Other students should consult the instructor when electing courses in piano.

COURSE IN MUSIC

JUNIOR YEAR	Credits	SENIOR YEAR	Credits
Applied Music	4	Applied Music	6
History of Music 31-32	6	Harmony 41-42	6
Glee Club	2	History of Art 47-48	6
French or German	8	Glee Club	2
English 31-32	6	English Literature 41-42	6
Electives	4	Electives	4
	<hr/> 30		<hr/> 30

For the certificate in piano an additional ten credits in applied music must be included. Courses 41-42 in piano furnish the necessary training. For the certificate in voice an additional eight credits in applied music must be included. Courses 41-42 in voice furnish the necessary training.

These certificates are granted provided the quality of achievement is of such a degree that it merits special recognition. Students should bear in mind that fulfilling the requirements in time and credits only will not mean the automatic bestowal of the certificate. Standards of achievement also are taken into consideration. Students often require an extra year to secure the certificate, thereby including other fields of rich cultural content.

THEORETICAL MUSIC

11-12—THEORY OF MUSIC. Singing and analysis of simple songs in unison. Study of elementary music theory: tone, staff, clefs, scales, meter, rhythm, keys, intervals, inversion of intervals, transposition, chords, the triad, cadences, form, melody, writing, dynamics. Mastery of musical terms is required. Another phase of this course is elementary ear training involving the recognition by ear of any of the above mentioned fundamentals when played or sung. Practice in sight singing is amply provided. Simple dictation to test knowledge of material studied is required each week. This course is also given for upper division students.

Two hours per week, both semesters.

Two credits.

31-32—HISTORY OF MUSIC. A study of the history of music from the dawn of civilization to the present day. Notebooks are kept throughout, containing class notes, pictures, and biographies of most noted musicians. The method of teaching is by class lectures, discussions, outside reading, themes and occasional musical examples.

Three hours per week, both semesters. Three credits each semester

33-34—THE APPRECIATION OF MUSIC. The aim of this course is to develop a love of good music through understanding and hearing it. Various types, periods, and forms of music are studied. This is a course primarily for the liberal arts students; no previous musical training is necessary. Lectures are illustrated with records. Assigned readings and papers are required.

Two hours per week, both semesters. Two credits each semester.

35-36—THEORY OF MUSIC. A course in the theory of music for beginning college students.

Two hours per week, both semesters. Two credits each semester.

38—PUBLIC SCHOOL MUSIC METHODS. A course for prospective elementary and intermediate teachers in the methods, materials, and problems of teaching Public School music in the classroom. Opportunity for observation and individual projects will be given.

Two hours per week, second semester.

Two credits.

41-42—HARMONY. A study of harmony at the keyboard and by written work, covering cadences, modulations, all chords of the seventh, the dominant ninth, altered and mixed chords, chord progressions in four-part writing, appoggiatura, suspension, anticipation, passing tones, embellishments, the figured chorale. May be elected by juniors upon approval of the instructor.

Three hours per week, both semesters.

Three hours credit each semester.

ENSEMBLE MUSIC

31-32—ORCHESTRA. Prerequisite, ability to play orchestral instruments and the approval of the instructor. Required of violin students. Two meetings for instruction and practice per week with additional rehearsals for public concerts. Credit is not given for one semester only.

Two hours per week, both semesters.

One credit each semester.

33-34—GLEE CLUB. An organization open to all voice students. Other students interested in ensemble singing are eligible after voice and music knowledge tests. Frequent public appearances afford opportunity for musical expression. Special rehearsals are required prior to all public appearances. Credit is not given for one semester only. The course may be dropped only with permission of the Dean and continuous attendance is required.

Two hours per week, both semesters.

One credit each semester.

35-36—CHAPEL SINGERS. Nine singers are selected annually by the instructor to lead the music in chapel services, sing occasionally in churches, broadcast, and give concerts in neighboring towns. Credit is not given for one semester.

One hour per week, both semesters.

One-half credit each semester.

PIANO

The courses in piano include all grades of material required for the most systematic technical and musical development, and involve a special adaptation to the needs of each individual pupil. Particular attention is given to thoroughness in foundation work, and representative compositions are chosen throughout the course in order that the emotional and intellectual qualities may be developed in unison with

the technical. Public student recitals are given at intervals during the year. Students may enter any course for which they are found qualified. Material of the approximate grades listed will be selected to suit individual needs.

Class instruction gives training in music theory and in ensemble work.

Courses 31-32 and 33-34 may be taken for two credits each semester upon recommendation of the instructor.

11-12—ELEMENTARY PIANO I. Piano fundamentals; development of hand and finger dexterity; Czerny-Liebling studies; Czerny, Op. 299. Oxford, Piano Class Methods; Hughes, Master Series for the Young; Shorter pieces.

One hour class lesson, one half-hour private lesson, and five hours practice per week, both semesters. Two credits each semester.

13-14—ELEMENTARY PIANO II. Scales, in thirds, sixths, and tenths, arpeggi, and individual studies. Czerny, Op. 336. Berens School of Velocity, Bd. 1; Easy sonatas by Haydn, Mozart; Shorter pieces by Schumann, Chopin, and modern composers.

One hour class lesson, one half-hour private lesson, and five hours practice per week, both semesters. Two credits each semester.

15-16—INTERMEDIATE PIANO I. Plaidy, Op. 304; Czerny, Op. 740; Berens School of Velocity, Bk. 11; Two-Part Inventions by Bach; Finger gymnastics; easy sonatas by Mozart and Haydn; shorter pieces by Schumann, Chopin, and modern composers. Pieces for Duo-piano ensemble work.

One half-hour and one class lesson and five hours practice per week, both semesters. Two credits each semester.

17-18—INTERMEDIATE PIANO II. Czerny, Studies in Velocity, Plaidy, Op. 304; Three-Part Inventions by Bach; easy sonatas by Mozart and Haydn; shorter pieces by Schumann, Brahms, Chopin, Rubinstein, MacDowell and others.

Two half-hour lessons and five hours practice per week, both semesters. Two credits each semester.

31-32—ADVANCED PIANO I. Tausig, Daily studies; Mozart and Beethoven Sonatas; Well-Tempered Clavichord Bk. 1 by Bach; Compositions by Chopin, Schumann, Brahms, Debussy, Liszt, Rachmaninoff, Cyril Scott and others; concertos by Mozart and Mendelssohn.

Two half-hour lessons and eight hours practice per week, both semesters. Three credits each semester.

33-34—ADVANCED PIANO II. Well-Tempered Clavichord, Bk. I, by Bach; French Suites by Bach; sonatas by Mozart and Beethoven; advanced compositions by Liszt, Chopin, Brahms and others; concertos by Grieg, Beethoven, Rubinstein, Liszt, and others; pieces for Duo-piano ensemble work.

Two half-hour lessons and ten hours practice per week, both semesters.
Four credits each semester.

41-42—CERTIFICATE COURSE IN PIANO. Well-Tempered Clavichord, Bks. I and II, by Bach; English Suites by Bach; sonatas by Beethoven; advanced compositions by Classic, Romantic and Modern composers; concertos and ensemble work. The successful candidate will be required to present a recital and to pass an examination covering general musical knowledge.

Two half-hour lessons and fifteen hours practice per week, both semesters.
Five credits each semester.

VIOLIN

In addition to violin, instruction in all string instruments, as double bass, cello, and viola, is offered. The school lends to students a viola for practice, and only such students are encouraged to study this instrument as have at least an intermediate foundation in violin.

11-12—ELEMENTARY VIOLIN I and II. Particular attention is given to position, the manner of holding the violin and bow, and to good intonation and tone quality. Loureux, Books I to IV; Michell, easy pieces; Wohlfahrt, Opus 45, Book I; Kayser, Opus 20, Book I; Pleyel duos; Auer, Book I; pieces of corresponding grade.

Two half-hour lessons and five hours practice per week, both semesters.
Two credits each semester.

13-14—INTERMEDIATE VIOLIN I AND II. Wohlfahrt, Opus 45, Book II; Kayser, Opus 20, Book II; Auer, Book II; Dancla Airs Varies, Opus 89; selected pieces.

Two half-hour lessons and five hours practice per week, both semesters.
Two credits each semester.

31-32—ADVANCED VIOLIN I AND II. Flesch scales; Sevcik, Changes of Positions; Mazas, Opus 36, Book I; Kreutzer, The Double Stop Études; Casorti, The technic of bowing; selected sonatas Mozart, Schubert, Hayden, and concertos; suitable pieces; ensemble work.

Two half-hour lessons and five hours practice per week, both semesters.
Two credits each semester.

33-34—ADVANCED VIOLIN III AND IV. Kreutzer Studies; Sevcik Double Stops, Part IV; Kreutzer doubled stops; Fiorillo; Rode, caprices; Rovelli; Dancla, Opus 100; more difficult concertos and sonatas, and pieces of corresponding grade. The successful candidate will be required to give a recital program.

Two half-hour lessons and ten hours practice per week, both semesters.
Four credits each semester.

VOICE

Students in voice are given an initial test to determine development and natural ability, i.e., quality of voice, musicianship, rhythm, ability to sing on pitch, ability to read by sight, and similar skills. A satisfactory minimum achievement as a result of such tests will place a student according to ability at a level of difficulty where greatest progress can be made.

Beginning students will be given one private lesson per week, at which repertoire is studied, as well as one class lesson of one hour, in which music theory is studied. Not more than four students are in a class. Class voice eliminates fear of public performance and permits the student to see and hear others at work on their own problems while solving her own.

Lessons in voice must be preceded or accompanied by a theoretical course. Mastery of musical terms, notation, signatures for keys and similar music technic is a necessary condition for receiving private lessons, the time devoted to which will not be used for instruction in musical terms and expressions. Deficiency in this field of knowledge must be removed by thorough study of Courses 11 or 35, Theory of Music.

Special attention will be given in each field to those preparing to teach and those who plan to do recital work. Opportunities for experience in clubs, recitals, glee club, and church are open to those desiring such activities.

Students well advanced and desiring to devote practically full time to the study of voice will have the opportunity to take work in addition to the work described in the following courses. Study of the important recitatives and arias from the well known German, French, and Italian operas and oratorios will be undertaken.

11-12—VOICE. Simple songs and exercises to develop breath control and production.

One half-hour private lesson, one hour class lesson and five hours practice per week, both semesters.
Two credits each semester.

21-22—VOICE. Continuation of work of first year, with vocalises from Concone.

One half-hour private lesson, one hour class lesson and five hours practice per week, both semesters. Two credits each semester.

31-32—VOICE. A study of correct physical and mental poise; principles of breathing and breath control; proper use of the organs of articulation; vowels and fundamental essentials of tone production. More advanced vocalises from Concone are undertaken and a study is made of Vaccai and simple songs.

One half-hour private lesson, one hour class lesson and five hours practice per week, both semesters. Two credits each semester.

41-42—VOICE. An advanced study in technic, involving a study of vocal embellishments such as the appoggiatura, acciaccatura, mordent, turns, trills and development of the great scale. Great stress will be put upon the bel canto style of singing—smoothness, flexibility, and velocity in singing. As advance in ability warrants, literature of the Old Italian Classics, Handel, Mozart, Weckerlin, Brahms, Schubert, Schumann, Debussy, Grieg, and composers of the modern period will be included in the program.

One half-hour private lesson, one hour class lesson and five hours practice per week, both semesters. Two credits each semester.

GRAPHIC AND PLASTIC ARTS

The four-year Junior College organization enables the student of art to begin her professional training two years in advance of what has been heretofore possible. The four years become an integrated unit accompanying the regular academic work which any significant college or art school demands. The student with this background will be prepared to make significant creative contributions to contemporary art and life whether it be in a university, an art school, a home, or a professional position.

Art Expression in School Activities

Competitions and contests conducted periodically and annually challenge the art students to an awareness of the practical need for art in every-day life. Monetary awards and prizes, publication of distinctive designs in the numerous Junior College printed programs, bulletins, and in *The Record* are some of the devices employed to

give adequate recognition to outstanding art students. The official school seal, program-cover designs for musicals and plays, and illustrations for this catalogue were designed by art students as major departmental projects. Festivals, bazaars, pageants, concerts, and athletic events inspire students to create appropriate and suitable posters, unusual wall decorations and screens.

Dickerson Art Gallery

The activities of the Art Club are described under Student Organizations, page 23. The Dickerson Art Gallery plays an important part in the life of the School. Frances Shimer is one of the first institutions of its kind to have established an art gallery. The history of the gallery and the permanent collection are described more fully under the heading of General Information in another section of this catalogue. Students have unlimited opportunity to study the permanent works of art both in organized class work and informal visits to the gallery.

COURSE IN GRAPHIC ARTS

The following outline of courses suggests the maximum amount of work which may be taken in Graphic Arts in the Junior and Senior years of the Junior College. The work of courses 31-32 and 41-42 is planned to give fundamental training in drawing, painting, and composition, and also to give special training along the line of the student's major interests and abilities.

JUNIOR YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
Drawing & Composition 31	3
Lettering 33	1
English Composition 31	3
Biology 31	4
Electives	4
	<hr/>
	15

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
Drawing & Composition 32	3
English Composition 32	3
Biology 32	4
Electives	5
	<hr/>
	15

SENIOR YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
Drawing, Painting and Composition 41	3
History of Art 47	3
History 31 or 33	3
Electives	6
	<hr/>
	15

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
Drawing, Painting, and Composition 42	3
History of Art 48	3
History 32 or 34	3
Electives	6
	<hr/>
	15

11-12—GRAPHIC ARTS. The purpose of this course is to give the generalized type of art training indispensable during the high school years. Drawing from life, imagination, and memory, and sculptural casts is stressed. Color is used intermittently as the need for it arises in illustration and composition. Commercial problems in design and lettering incorporating simple advertising lay-out techniques are given in accordance with group interest and ability. Abstract designs emphasizing harmonious relationships of line, and mass also play an important part in the year's program.

Principles of perspective are employed as they are needed in illustration, landscape sketching, and life drawing. Problems in crafts, costume design and theatrical design are developed to enrich all of the foundation work in drawing and illustration. Illustrated lectures on History of Art from classic to Renaissance times, one period each week. Note books and outside readings required.

One class meeting and four two-hour studio periods per week, both semesters. Four credits each semester.

21-22—GRAPHIC ARTS. The design structure and the color pattern of all types of art composition are emphasized in this course. Water color and tempera paintings are done in various techniques. The possibilities of color as a medium of art expression are stressed in painting from life and in painting from imagination. Color in abstract design problems is given a different significance and importance. History of art lectures from Renaissance to modern times will lay particular emphasis upon the evolutionary development of the use of color in painting (from the time of the discovery of oil painting). Designs are related to applied arts and crafts on the occasions when the best combined educational results are to be achieved.

One class meeting and four two-hour studio periods per week, both semesters. Four credits.

31-32—DRAWING AND COMPOSITION. A foundation course leading to specialization in any field of art. This course is designed to develop the student's power of graphic expression. Attention is given to plan and procedure in drawing, and to organization of form in composition. Qualities of good spacing and good proportion are also emphasized in the study of lettering and elementary design. Problems interrelating drawing and decorative lettering are carried out. Various subjects and mediums are used.

Three two-hour studio periods per week, both semesters. Two credits. Or three three-hour studio periods. Three credits.

33—LETTERING. The objectives are to give to students the ability to design and execute fine lettering, and to increase the student's appreciation of the beauty of letters in form and arrangement. Roman and other fundamental alphabets are studied. Problems in relating lettering to advertising. Outside reading assignments.

One two-hour studio period per week, first semester. One credit.

37-38—INTRODUCTION TO THE ARTS. This course is designed for those students wishing some experience in art for their personal cultural development but not desiring to specialize in art. It is suggested for students of Education, Dramatic Arts, Home Economics, and Music. Problems are adapted to the field of interest of each student after general problems in drawing, composition, painting, design, lettering, and perspective are covered.

Two two-hour studio periods per week, both semesters. Two credits.

41—DRAWING, PAINTING, AND DESIGN. The specific purpose of this course is to develop the student's power of creative expression in drawing, painting, and design. An extensive study of color is made in acquiring the fundamentals of good painting. An appreciation of design in all fields of art is stressed. Creative problems from nature study and imagination are given which make use of the knowledge gained. Still life, landscape, portrait, and figure study will be emphasized. Pre-requisite Art 31-32 or Art 37-38.

Three two-hour studio periods per week.

Two credits.

Three three-hour studio periods.

Three credits.

42—DRAWING, PAINTING, AND COMPOSITION. This course continues Graphic Art 41 and offers to those interested in the commercial field the opportunity to study problems in poster design, magazine and newspaper advertising, lettering, fashion drawing, and illustration.

Three two-hour studio periods per week.

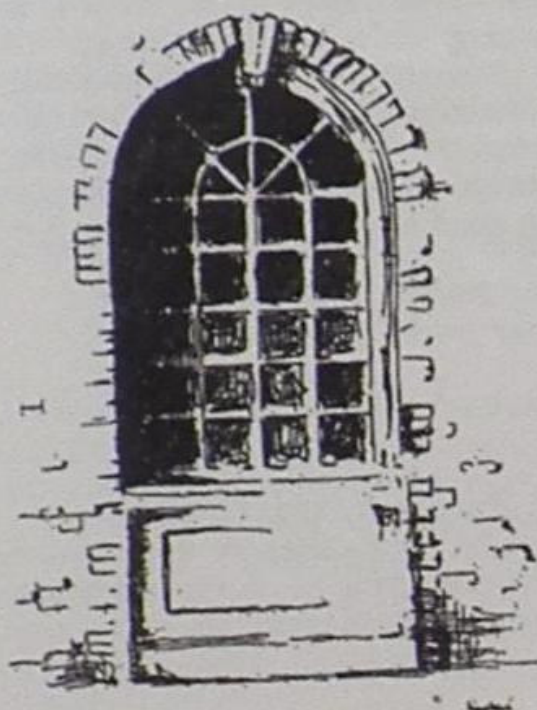
Two credits.

Three three-hour studio periods.

Three credits.

47-48—INTRODUCTION TO ART HISTORY. This course aims primarily to give a survey of the history of art from the earliest times to the present day as a foundation for subsequent period courses. It traces the development of style, emphasizing in the first semester sculpture and architecture and in the second semester painting. It deals also with general art principles and seeks to show the value of such knowledge in the development of taste and observation and in the evaluation of the art of the present day. Lectures are supplemented by collateral readings, term papers, and the study of numerous reproductions. Once a month the class meets with the Art instructor in the Art studio for a demonstration or for laboratory work. Either semester may be taken alone, but the entire course is recommended. A year of history in the upper division is recommended.

Three hours per week, both semesters. Three credits each semester.



HOME ECONOMICS

The courses offered in this department are planned for two classes of students in the upper division, those who expect to specialize later in Home Economics, and those who desire some fundamental knowledge of household problems.

Students who register for courses in Home Economics should elect courses in art which correlate closely. Elections should be made in consultation with the instructor.

Recommended elective courses are: Art History 47-48; Organic Chemistry 41; Botany 42; Speech 31-32.

SUGGESTED COURSES IN HOME ECONOMICS

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
Art 37	2	Art 38	2
Chemistry 31	4	Chemistry 32	4
Biology 31	4	Biology 32	4
English 31	3	English 32	3
Elective	3	Home Management 42, or Home Planning and Furnishing 38	3
	<hr/> 16		<hr/> 16

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
Clothing 31	3	Advanced Clothing 32	3
Foods 35	4	Advanced Foods 36	4
Psychology 41	3	Sociology 42	3
Economics 41	4	Home Management 42, or Home Planning and Furnishing 38	3
Elective	2	Elective	2
	<hr/> 15		<hr/> 15

13-14—HOME AND COMMUNITY PROBLEMS. The course presents various aspects of present-day American life and institutions. The relation of the home to the economic, social, educational, and civic problems of the commonwealth, and the responsibility of the homemaker to these problems are emphasized.

Four hours per week, both semesters. Four credits each semester.

31—CLOTHING. Construction of garments; study of textiles as to fiber, weave, tests; textile economics, hygiene of clothing; choice and care of clothing; budget study. Prerequisite or concurrent, Art 37-38.

*One class meeting and three two-hour laboratory periods per week,
first semester. Three credits.*

32—ADVANCED CLOTHING. Advanced textile study; application of principles of design to costume; study of historic costume in relation to modern dress. Prerequisite, Clothing 31.

*One class meeting and three two-hour laboratory periods per week,
second semester. Three credits.*

35—FOODS. Composition, selection, commercial processes; foods from the chemical and physical standpoint; consumer's responsibility; pure food legislation; preparation of food, factors of cookery, analysis of recipes and standard products. Prerequisite or concurrent, Chemistry 31.

*Two class meetings and two three-hour laboratory periods per week,
second semester. Four credits.*

36—ADVANCED FOODS. Foundations of normal human nutrition; nutritive values in relation to cost, cost of food in relation to family budget, food combinations, preparation and serving of meals. Prerequisite, Home Economics 31 and Chemistry 32 which may be taken concurrently.

*Two class meetings and two three-hour laboratory periods per week,
second semester. Four credit hours.*

38—HOME PLANNING AND FURNISHING. A study of historic types of architecture and their influence upon present-day styles; house plans; relation of good design in the planning and furnishing of a home conveniently and artistically; study of plumbing, heating and lighting; period furniture and furnishings. Prerequisite, Art 37. Alternates with Home Economics 42.

*One class meeting and three two-hour laboratory periods per week,
second semester. Three credits.*

42—HOME MANAGEMENT. A study of household expenditures with approximate percentages at different income levels, investments and savings, clothing and food for the family, household equipment and its care, schedule of work, care of the house, and home laundering. If this course is to be transferred for credit, it must be preceded by, or be taken parallel with, Economics 41.

Three hours per week, second semester. Three credits.

SECRETARIAL STUDIES

Secretarial training is an asset to any student. It may be a most useful entering wedge to a desired position or it may develop into a vocation itself, depending on the fundamental interests and abilities of the possessor.

Lower division students receive credit for shorthand and typing. For students who aim at secretarial proficiency courses Stenography 11-12 and Typing 21-22 should be taken at the same time.

Upper division students may register for the courses in typing and shorthand, and they will receive credit for the work. The course is considered a standard one and not an extra, and the requirements as to preparation, examinations, and grades will be rigidly maintained.

Upper division students who have had some training in typing and shorthand may take the advanced course, Typing and Stenography 41-42. This course offers opportunity to develop increasing ability in the use of the typewriter in office practice.

The following courses are suggested for upper division students, affording the cultural background necessary for a private secretary together with some experience in office practice.

SUGGESTED COURSE FOR UPPER DIVISION

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
English Composition 31	3	English Composition 32	3
Foreign Language	3	Foreign Language	3
Science	4	Science	4
History 31, 33	3	History 32, 34	3
Typing and Stenography	4	Typing and Stenography	4

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
English 41	3	English 42	3
Foreign Language	3	Foreign Language	3
Psychology 41	3	Education 42	3
Economics 41	3	Sociology 42	3
Advanced Stenography and Typewriting 41	2	Advanced Stenography and Typewriting 42	2

11-12—ELEMENTARY STENOGRAPHY. This course embraces the fundamental principles of the Gregg system of shorthand, with special emphasis upon brief forms and construction, phrase-writing, accuracy tests, and letter-writing. Shorthand penmanship drills are given daily. No credit is given for this course unless taken concurrently with Typewriting 21-22. Practice work of a thoroughly graded type and aimed at individual needs and problems is assigned as a daily feature of the work. Additional practice and tests upon the basis of the assignment are introduced into the class work.

Four hours per week, both semesters. Four credits each semester.

21-22—ELEMENTARY TYPEWRITING. A course designed to instruct and drill the student in the technic of typewriting and the details of form and arrangement of transcript. Includes a study of the several parts of the machine; mastery of the keyboard by touch; tests and drills for speed and accuracy. The materials used are literary articles, business letters, telegrams, rough drafts, articles of agreement, certificates of incorporation, wills, and other legal forms.

Four class meetings and four one-hour practice periods per week, both semesters. Four credits each semester.

23-24—ADVANCED STENOGRAPHY AND TYPEWRITING. The object of this course is to increase speed in taking dictation and transcribing short-hand notes on the typewriter. A portion of the time is given to a study of secretarial duties and office practice. Assigned work consists of practice in phrasing in stenography, transcription of dictation, preparation of assigned letters, and other related features. Tests upon certain portions of the assigned work are frequently given and material prepared out of class is strictly graded.

Four hours per week. Four credits each semester.

31-32—BEGINNING STENOGRAPHY. An elementary course for college students.

Four hours per week, both semesters. Two credits each semester.

33-34—BEGINNING TYPEWRITING. An elementary course for college students.

Four class meetings and four one-hour practice periods per week, both semesters. Two credits each semester.

41-42—ADVANCED STENOGRAPHY AND TYPEWRITING. Similar to course 23-24 above.

Four hours per week. Two credits each semester.

PHYSICAL EDUCATION

The aim of Physical Education is to aid in establishing sound health habits, including daily exercise, and to develop a spirit of good sportsmanship, high ideals of team co-operation, and a desire for continued physical activity.

Each student is required upon entrance to have a physical examination by her family physician. The Director of Student Health and the Director of Physical Education then plan a program of activity suited to the individual student's problem based on the comments of her physician. Checks on the physical condition of the students (weight, development, endurance, susceptibility) are made by the Director of Student Health according to individual needs; when it is necessary the student is referred to a physician. The College is interested in helping students form good habits of health and exercise which they may use always.

Students are required to have regulation costumes suitable to their program of activities. After her program has been made out the student may purchase the necessary costume at the College Book Store. This costume requirement will be strictly enforced.

In the fall and spring the classes engage in outdoor activities, such as tennis, golf, field hockey, baseball, and riding. The Annual May Fête is an event requiring many varieties of athletic ability. Winter work includes basketball, volleyball, indoor work, and dancing, both tap and ballet. Swimming is offered throughout the year. During the year opportunity is given to pass Red Cross Junior and Senior life saving tests.

REQUIREMENTS FOR GRADUATION

A minimum of four periods per week or equivalent is required of all lower division students and two periods per week for upper division students. Credit for Physical Education may not be included in the 15 units required for a high school diploma nor in the total of 60 credits required in the upper division. It is nevertheless one of the requirements for graduation, and no student may be excused except on the written statement of a qualified physician. Under such conditions a modified program of exercise is prescribed. An average grade of C in physical education is required for each year in residence.

THE PHYSICAL EDUCATION COURSE

Junior College students of the upper division who desire to major in Physical Education are given the opportunity to take work covering the first two years of a four-year course.

Physical Education is not unlike other specialized fields in that the first two years of study are largely concerned with a general education to give a broad background before starting on the more specialized work.

Students who have a special interest in teaching Physical Education find unusual opportunities for assisting with the sport program.

The following suggested courses may be modified to meet the individual needs of the student and the requirements of a specific school to which she may wish to transfer after completing her first two years.

JUNIOR YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
Biology 31	4
English Composition 31	3
History 31 or 33	3
Foreign Language, French or German 3	
Speech 31	2
Physical Education	—
	15

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
Biology 32	4
English Composition 32	3
History 32 or 34	3
Foreign Language, French or German 3	
Speech 32 or 34	2
Physical Education	—
	15

SENIOR YEAR

FIRST SEMESTER

<i>Courses</i>	<i>Credits</i>
English Literature 41	3
Chemistry 31	4
Physiology 41	4
Electives	4
Physical Education	—
	15

SECOND SEMESTER

<i>Courses</i>	<i>Credits</i>
English Literature 42	3
Chemistry 32	4
Electives	8
Physical Education	—
	15

Suggested Electives: Psychology, Voice and Diction, Music Appreciation, Piano, Graphic Arts 37-38, Art History.

11-12—PHYSICAL EDUCATION. Required of all freshmen.
Four periods per week, both semesters. One-half credit each semester.

21-22—PHYSICAL EDUCATION. Required of all sophomores.
Four periods per week, both semesters. One-half credit each semester.

31-32—PHYSICAL EDUCATION. Required of all juniors.
Two periods per week, both semesters. One-half credit each semester.

41-42—PHYSICAL EDUCATION. Required of all seniors.
Two periods per week, both semesters. One-half credit each semester.

STUDENT REGULATIONS

Residence halls—Students from out of town are required in all cases, unless residing with near relatives, to occupy rooms in the residence halls. Students living on the campus avoid many distractions, come into close contact with the life of the School, and are more likely to regard the school work as the one thing demanding their best efforts. They are led to cultivate a healthy spirit of self-reliance. Not infrequently the best and most lasting results of school life are derived from its associations.

The Student Handbook, issued by the Student Government Organization, provides each girl with the rules and customs of Frances Shimer Junior College. All resident students belong to this association, and most of the house regulations are administered by it, under the supervision of the dean and an executive committee of the faculty. In general such order and behavior as would be expected in a cultured home is maintained.

The rooms are designed to be occupied by two students. An extra charge of thirty dollars each semester is made for a single room or a suite room. All rooms are furnished with single beds (3 feet x 6 feet 3 inches), pillows (20 inches wide), chairs, study tables, chest of drawers, and window shades. The windows are 6 x 4 feet; the tops of the chests of drawers 38 x 19 inches. Students furnish *rugs (if desired), bedding including a mattress pad, curtains, towels, six napkins (18 inches square) and napkin ring, cup, fork, and spoon (for use at spreads and picnics).* It is also recommended that they provide themselves with a hot-water bottle, an umbrella, and heavy walking shoes.

Students are required to care for their own rooms. On days when classes are in session the rooms must be clean and in order by eight o'clock.

As a precaution against fire, the use of matches and electric devices is prohibited in students' rooms. Electric plates and irons are provided at convenient places.

Dress—Definite rules for dress are not prescribed, since dress is expressive of individuality. It is suggested, however, that in the selection of clothing and shoes two standards be observed: suitability and simplicity. Students are expected to come supplied with suits and dresses which meet the requirements for general wear, sports, and social functions. For school wear, sweaters and skirts, and one-piece frocks of material suited to the season have been found satisfactory.

A simple, but appropriate toilet for dinner is expected. Occasionally a semi-formal or dinner dress is needed; and for formal school functions, evening dress appropriate to the age of the student is essential. A white sports dress is needed at Commencement time and for initiations into organizations. The same rule of simplicity and suitability applies to shoes. High heels are out of place on the campus except for evening. For every day and for walking, plain, well-made sports oxfords with low or medium heels are best.

Laundry—Clothing which is to be sent to the laundry should be plain and should be marked by means of name tapes bearing the full name, not the initials only. These may be ordered through the business office at any time and the cost charged to the student's book-store account. The name tapes will be sent directly to the student's home or to the school, as requested. Laundry rates are considerably below commercial charges. A weekly allowance of sixty cents is granted each student. An amount of laundry in excess of this will be charged to the student's book-store account.

Absences—Students are expected to attend all school exercises. Parents are requested not to ask that their daughters be excused before the work is entirely completed at vacations; such requests are rarely granted. The full work continues to the hour of closing, and full work begins at the hour of opening after winter and spring vacations.

No student may under any circumstances leave town without permission previously obtained from the Dean on written request of the parent. Reasonable week-end absences are allowed. Such requests should be addressed directly to the Dean and in ample time for correspondence.

A detailed description of the week-end regulations is to be found in the Student Handbook. *Frequent absences interfere with the studies and health of the student concerned and also disturb the work of other students, seriously diminishing the efficiency of the instructors.*

Guests—Parents who come to inspect the College, or who bring their daughters, are particularly welcome. A moderate charge is made for meals and lodging. When notified in advance, arrangements will be made for the entertainment of friends of students in the village not to exceed three days at one time. *Students are not excused from any regular school duty on account of guests.*

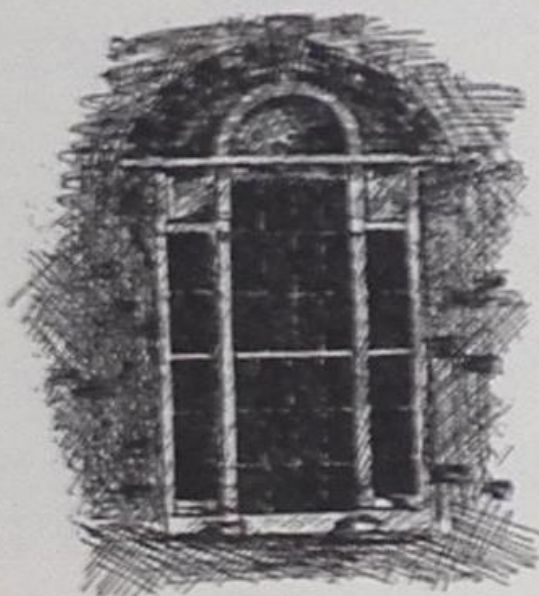
Allowances—Extravagance in the use of money is discouraged. Parents are urged to give their daughters a reasonable monthly allowance. Banking facilities are furnished by the business office for the benefit of student depositors.

Telephones—Two pay telephones, one in West Hall and one in Hathaway Hall, are provided for the use of students. It is requested that calls to students be made, whenever possible, during recreation hours. Students will not be called from classes or other academic appointments to answer the telephone. Communications by telegraph are subject to the approval of the dean.

Express and telegrams—All express and telegrams should be sent in care of the School and should be prepaid to avoid delay.

Permissions—Special requests for permissions of any kind should come from the parent to the Dean direct, not through the student. Until written request has been made to the Dean and direct answer has been received, parents should not consent to requests by pupils, involving suspension of School regulations.

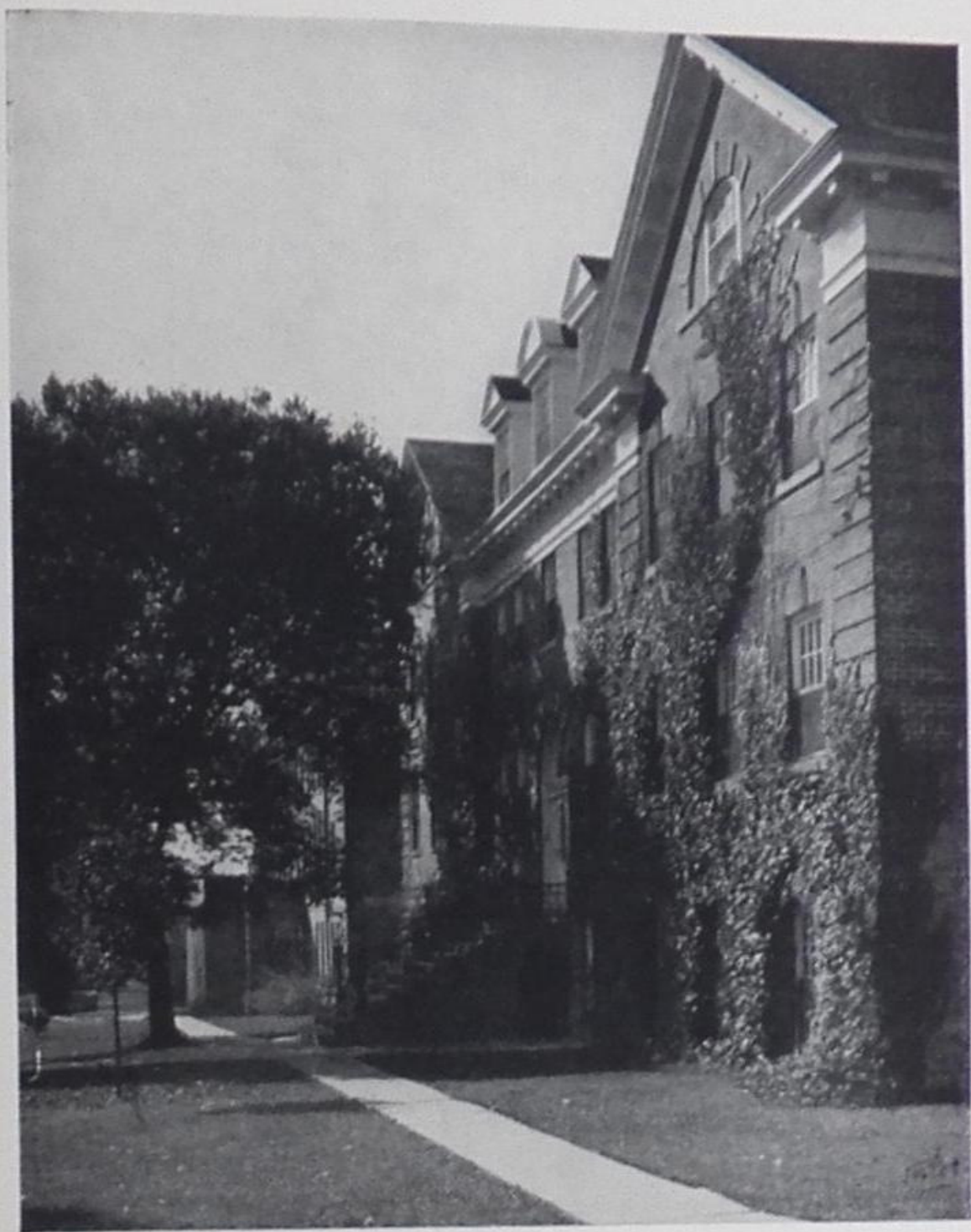
Secret Societies—All secret societies are forbidden.



CALENDAR OF EVENTS

1938-39

- Sept. 14—Miss Hostetter and Dean Siedschlag were hostesses at Sawyer House at a luncheon for the officers of the Students' Association and the Christian Service League and their faculty sponsors. The Faculty were entertained at a six o'clock dinner at Sawyer House.
- Sept. 15—Parents, students and faculty were guests of the Christian Service League at a tea on opening day.
- Sept. 17—The Service League sponsored a reception for the new students. The guests furnished a program of stunts and music.
- Sept. 18—Miss Hostetter spoke at Vespers on the life of Mrs. Shimer and the early days of the College.
- Sept. 22—The Athletic Association were hostesses at the first formal dinner of the year.
- Sept. 24—The Students' Association sponsored group picnics for the entire school, followed by a stunt party in the gym. Awards were given to the groups putting on the most clever stunts.
- Sept. 25—The newly installed officers of the Christian Service League presented their plans for the coming year.
- Oct. 1—The clubs were organized and held their first meeting.
- Oct. 2—The Vespers speaker was the Reverend Hal Norton, Janesville, Wisconsin, who spoke on "What does Christianity Aim to do?"
- Oct. 6—The Boots and Saddle Club sponsored a formal dinner at which Mr. S. James Campbell, President of the Board of Trustees, and Mr. and Mrs. Clarence Colehour, owners of the Colehour Stables, were guests of honor.
- Oct. 8—Open House Night. Students and faculty visited all the dormitories and voted on the most attractive room in each.
- Oct. 9—The Reverend T. Stuart Cleworth of the Community Church, Savanna, spoke at Vespers, followed by a discussion group in West Hall Lounge.
- Oct. 15—The Student Council sponsored an informal dance in West Hall Lounge. About thirty-five couples attended.
- Oct. 16—The Reverend Eugene R. Shannon, Rector of the Episcopal Church, Freeport, spoke at Vespers on "The Open Mind." The talk was followed by a discussion group meeting in West Hall Lounge.
- Oct. 20—Mr. Glen Sherman, New York, pianist, gave a recital in Metcalf Chapel. The recital was preceded by a formal dinner sponsored by the Dramatic Club.
- Oct. 22—Miss Laura Lorensen, of Connecticut, spoke on "Design from the Potter's Viewpoint."
- Oct. 23—The Annual Fall Art Exhibit was held in the Dickerson Art Gallery. Oils and water colors by the art instructor, Miss Edith Bell, were on exhibit in the two rooms of the Gallery.
In the evening, the entire faculty and student body attended the concert given by the Vienna Choir Boys in the gymnasium of the Community High School.



WEST HALL



- Oct. 24—The Fall Gymkhana was held at Colehour Stables.
- Oct. 29—The Junior College Freshmen gave the annual Halloween costume party in the Gymnasium. Prizes were awarded for the best costumes.
- Oct. 30—Miss Thelma Wharton and Mme. Gilderoy Scott gave a joint piano and voice recital.
- Nov. 5—The Clubs met again.
- Nov. 6—Mrs. Minnie E. Allen, Lecturer, Ames, Iowa, spoke at Vespers on "Our Supreme Commandment". The Christian Service League sponsored Mrs. Allen's visit. Four of the Service League officers and their sponsor, Miss Weigel, had attended the Y. W. C. A. Conference camp at Lake Geneva during the summer, where Mrs. Allen was one of the leaders.
- Nov. 10—The Junior College Seniors sponsored a formal dinner.
- Nov. 12—The first swimming meet of the year was held. Swimmers from Mundelein and Shawnee Country Club were invited to participate. Rockford College sent several swimmers to observe the meet.
- Nov. 13—The speaker at Vespers was Mary Hulbert, Hull House, who spoke on "Social Service as a Vocation."
- Nov. 19—Movies in Metcalf Chapel on Germany and Alaska.
- Nov. 20—The International Relations Club sponsored Mr. Leo Allen as a Vespers speaker. Mr. Allen is congressman from the thirteenth district of Illinois and member of the Foreign Relations Committee.
- Nov. 24—Thanksgiving Day began with the annual Hockey Game and ended with the Dramatic Club Play, "Stage Door."
- Nov. 26—The Junior College Juniors gave the first formal prom of the year.
- Nov. 27—The Hon. F. U. Stransky, State Representative at Springfield, showed movies taken on his recent trip to Hawaii.
- Dec. 3—Those who did not go to Chicago with the Boots and Saddle Club to attend the Live Stock Show attended their own clubs on the campus.
- Dec. 4—Pupils of the Conservatory of Music gave a recital.
- Dec. 8—The Art Club sponsored a formal dinner and had on display the Christmas cards which they had been making.
- Dec. 11—The Dramatic Club and the Glee Club cooperated in presenting a pageant done in the mediaeval manner.
- Dec. 14—The annual Christmas dinner was held in the dining room. After dinner the Service League sponsored an old-time English Christmas party at which the Yule log was burned and St. George killed the Dragon in good old English style.
- Dec. 16—A special train carried most of us to Chicago and home for the holidays.
- Jan. 8—Joint Recital by Leo Schwing, violinist, and Karan Tuck, pianist.
- Jan. 21—Agnes Jones, Northwestern University, gave a Demonstration Lecture on the Dance.
- Jan. 22—Speech Recital by Annie Ross, Department of Speech.
- Jan. 29—The Chicago Round Table.

The Following Events are Scheduled for the Second Semester:

- Feb. 11—The Dramatic Club Vaudeville.
Feb. 18—The Formal Dinner Dance given by the Junior College Sophomores.
Feb. 25—Christian Service League Carnival.
Feb. 26—Voice Recital, by Mme. Scott, contralto.
March 4—Dramatic Club Play.
March 12—Dean Dennis, School of Speech, Northwestern University.
March 18—Basket Ball Finals.
March 19—Violin Recital, Leo Schwing, assisted by Frieda Schwing.
April 9—Easter Pageant.
April 16—Piano Recital by Grace Changstrom.
April 22—Formal prom given by the Junior College Seniors.
April 27—The May Queen's Dinner.
April 29—Swimming Meet.
May 11—Founder's Day—a half holiday.
May 13—The Prep School Party.
May 14—The Glee Club Concert.
May 20—May Fete and High School Day.
May 28—Recital by Students of the Speech Department.
May 29—The Spring Gymkhana.
June 3—Alumnae Day. Art Exhibit, Class Day, and Conservatory Concert.
June 4—President's Reception, Baccalaureate Service, and the Library Sing.
June 5—Eighty-seventh Annual Commencement.

NATIONAL ALUMNAE ASSOCIATION

Feeling a need for a closer bond for the many Shimer alumnae scattered throughout the nation, the alumnae attending the Commencement in 1937 organized a National Alumnae Association, and elected its first officers. The organization adopted a constitution and proceeded to sponsor the various alumnae activities at Commencement time, including the Alumnae Conference. Its aims are to encourage the Alumnae Record, and to promote Alumnae activities and the formation of local groups throughout the nation.

OFFICERS

LITA DICKERSON (Oregon, Ill.)	President
MARY LONG (Savanna)	Vice-President
JUNE HILL (Chicago)	Vice-President
MARGARET PULLEN ROTHE (Chicago),	Vice-President
LOIS BECK (Des Moines)	Vice-President
MAXINE BLEDSOE OFFILL (Chicago),	Vice-President
GRACE REYNOLDS WATSON (Mt. Carroll)	Secretary
A. BETH HOSTETTER (Mt. Carroll)	Treasurer

FRANCES SHIMER ALUMNAE ASSOCIATION

MOUNT CARROLL BRANCH

MAY HAMMOND WOLF	President
LAZEL STOBBER	Vice-President
EMILY TURNBAUGH	Secretary-Treasurer

DES MOINES BRANCH

LOIS HIBBS BECK	President
ELEN BAKER	Secretary
BETTY JEAN BARNES	Treasurer

NORTH SHORE BRANCH OF CHICAGO

MISS HELENE O'BOYLE	President
MARGARET SHOEMAKER KIRBY	Vice-President
JUNE E. HILL	Secretary
RUTH CHRISSINGER COOK	Treasurer

SOUTH SIDE BRANCH OF CHICAGO

MAXINE BLEDSOE OFFILL	President
MAURINE BLEDSOE BARRETT	Vice-President
DORINE C. GOLDBERG	Secretary
MILDRED APPLGATE	Treasurer

WEST SIDE BRANCH OF CHICAGO

ELAINE WALLACE	President
MARY PULLEN ROTHE	Vice-President
AVIS CARROLL MRACEK	Secretary
VIRGINIA ELLIS GERBERICH	Treasurer
MYRTLE HALL BANCROFT	Publicity Chairman
LOUCILE CRIST STEWART	Social Chairman

DICKERSON ART COMMISSION

MEMBERS, 1938-39

WILLIAM E. GOODMAN, Chairman	BLENDON KNEALE
EDITH BELL	A. BETH HOSTETTER
ILEEN B. CAMPBELL	SHIRLEY BRUNS
MARY BIRKETT	

REGISTER OF STUDENTS

FOR THE YEAR 1938-39

GRADUATES, JUNE, 1938

Upper Division

ABLING, BETTY FRAZIER	Detroit, Michigan
BIRKETT, ELLEN	Peoria, Illinois
BLUMER, JANET VIRGINIA	Monroe, Wisconsin
COBBS, DARRELENE MAY	Des Moines, Iowa
ETTINGER, BEATRICE	Toledo, Ohio
EWALD, BETTY ELAINE	Chicago, Illinois
FOX, EMILY FRANCES	Chicago, Illinois
FREEMAN, BLANCHE M.	Milledgeville, Illinois
GILMORE, JOAN ELIZABETH	Mason City, Iowa
GULLBERG, JANET A.	Moline, Illinois
JOHNSON, BETSY	Logansport, Indiana
KELLOGG, ELOISE M.	Green Bay, Wisconsin
KELLY, PRISCILLA HATHAWAY	Goshen, Indiana
KIVLAN, PAULEEN DUNN	Evanston, Illinois
KNOESS, HILDA L.	Mount Carroll, Illinois
KNOESS, IRENE M.	Mount Carroll, Illinois
MILES, MARY JEAN	Mount Carroll, Illinois
MONTGOMERY, RUTH MADELINE	LaGrange, Illinois
PLUMMER, JEAN LOIS	Flin Flon, Manitoba, Canada
PORTZ, VIRGINIA ELIZABETH	Urbana, Illinois
RITCHIE, ENID	Sabula, Iowa
ROCKEY, JOAN	Mount Carroll, Illinois

ROSHOLT, RUTH HELEN	Eau Claire, Wisconsin
SCHREINER, FRANCES L.	Chadwick, Illinois
SEDWICK, MARIAN D.	Evanston, Illinois
ZIER, ALICE A.	Lanark, Illinois

Lower Division

ETTINGER, MIRIAM	Toledo, Ohio
FLEISCHHAUER, MILDRED LOUISE	Chicago, Illinois
GAVIN, JEANNE ALLES	Kohler, Wisconsin
GRIDLEY, MAY-JEAN	Rockford, Illinois
HALE, MARY VIRGINIA	Evanston, Illinois
HARWICK, MARY ANN	Rochester, Minnesota
HODGE, PEGGY ANN	Chicago, Illinois
MCCOLLUM, LILLIAN BONN	Hoopeston, Illinois
McNAB, ISABEL COE	St. Petersburg, Florida
MEISTER, TAMAR LOU	Cedar Rapids, Iowa
MIDDLETON, ANN	Gibson City, Illinois
MILLER, JEANNE LUVERNE	Cornell, Wisconsin
NELSON, IRENE LOUISE	Chicago, Illinois
PAIK, BETTY JAYNE	Riverside, Illinois
PETTERSON, BETTE MERRIAN	Altadena, California
PREHLER, LENORE MARIE	Oak Park, Illinois
RYAN, MARY JANE	Chicago, Illinois
SANKS, MARTHA LOUISE	Decatur, Illinois
SIMMONS, MARJORIE E.	Davenport, Iowa
STROMBACK, ELIZABETH	Chicago, Illinois
THOUVENELL, LOIS BETHINE	Portage, Wisconsin

JUNIOR COLLEGE, 1938—39

FIRST SEMESTER

SENIOR CLASS

ABELL, ANN	Evanston, Illinois
BIRKETT, MARY	Peoria, Illinois
BLOUNT, NANCY	Wheaton, Illinois
BOHEN, JEAN	Wauwatosa, Wisconsin
CHRISTENSEN, MARION	Saginaw, Michigan
CLOUGH, CONSTANCE	Glencoe, Illinois
CLOUGH, PATRICE	Glencoe, Illinois
DENSMORE, LORNA	Edgewood, Iowa
DUNKEL, MARJORIE	Logansport, Indiana
FISHBEIN, MARJORIE	Chicago, Illinois
FRANCKE, ELLEN	Mount Carroll, Illinois
GREISON, JEANNE	Savanna, Illinois
GRIDLEY, MAY-JEAN	Rockford, Illinois
KIVLAN, ELOISE	Evanston, Illinois
LERCH, MARY	Hibbing, Minnesota
MERCER, MILDRED	Corning, Iowa
MILLER, MAXINE L.	Morrison, Illinois
MOORE, JEANNETTE	Mount Carroll, Illinois
NELSON, MARY CATHERINE	Chicago, Illinois
PATTERSON, RUTH	Detroit, Michigan
PEERY, VIRGINIA	Decatur, Illinois
QUADE, VIRGINIA	Blue Island, Illinois
ROCHE, ANN	Chicago, Illinois
SANDERS, JOYCE	Freeport, Illinois
SCHAUT, PHYLLIS	Mount Carroll, Illinois
STANG, MARY	Eau Claire, Wisconsin

STRANSENBACK, MAXINE	Streator, Illinois
SUNDINE, JEANNE	Moline, Illinois
THOMAS, HAZEL	Delavan, Wisconsin
WEIH, HENRIETTA	Bennett, Iowa
WITHHART, MILDRED	Savanna, Illinois

JUNIOR CLASS

ALT, DORIS	Chicago, Illinois
ANDERSON, JANE	Oak Park, Illinois
APPLETON, BARBARA	Logansport, Indiana
ASMUS, CAROL	Galena, Illinois
BALLAS, HELEN	Savanna, Illinois
BEIER, JEAN	Sterling, Illinois
BERGEMAN, PHYLLIS	Stockton, Illinois
BONE, FRANCES	Monticello, Iowa
BOWYER, MARTHA	Logansport, Indiana
BREED, MARGARET	Chicago, Illinois
CAPPERUNE, HANNAH	Chicago, Illinois
CLEFF, JEANNE	River Forest, Illinois
DEAL, ELIZABETH	Springfield, Illinois
DEHAVEN, EDITH	Fort Wayne, Indiana
EILER, LUCILE	Tipton, Iowa
ETTINGER, MIRIAM	Toledo, Ohio
FLEISCHHAUER, MILDRED	Park Ridge, Illinois
FOX, JEAN	Chicago, Illinois
GAVIN, JEANNE	Kohler, Wisconsin
GILSTER, MARY ANN	Chicago, Illinois
HALL, MARY	Cedar Rapids, Iowa
HARTMAN, MAVIS	Chadwick, Illinois
HASSETT, ELIZABETH	Moline, Illinois

HILDEBRAND, JEAN	Monroe Center, Illinois
HOLY, LENIDA	Mount Carroll, Illinois
HUNNER, MARGUERITE	Minneapolis, Minnesota
JENSEN, DOROTHY	Aberdeen, South Dakota
KARLEN, MARY	Monroe, Wisconsin
KLINGBEIL, KATHRYN	Postville, Iowa
KNESS, MURIEL	Chadwick, Illinois
LAFFERTY, VIRGINIA	Alexis, Illinois
LANE, MARY	Detroit, Michigan
LOVELESS, JULIA ELIZABETH	Riverside, Illinois
LUNDY, ELLEN	Savanna, Illinois
MCANENEY, PATRICIA	Des Moines, Iowa
MCCOLLUM, LILLIAN BONN	Hoopeston, Illinois
MILLER, EVELYN	Milledgeville, Illinois
MILLER, MAXINE L.	Milledgeville, Illinois
MORGAN, HARRIETTE	Wheaton, Illinois
NEWELL, JEAN	Shirland, Illinois
OSBURN, BEATRICE	Wilmington, Illinois
PAQUIN, JEANNE	Des Moines, Iowa
PITNER, MARJORIE	Savanna, Illinois
PORANSKI, MARY JANE	Chicago, Illinois
PRICE, MARION	LaGrange, Illinois
PULLEY, JANE	Warren, Indiana
RUNYAN, GLADYS	Savanna, Illinois
SCHREINER, JEAN	Chadwick, Illinois
SHRADER, ADELAIDE	Winnetka, Illinois
SPENCER, MAIDA	Chadwick, Illinois
SPRECHER, CHARLOTTE	Mount Carroll, Illinois
STEELE, PHYLLIS	Anamosa, Iowa
STORM, MARILYN	Tama, Iowa

STRAWN, WANDA	Galesburg, Illinois
STROMBACK, ELIZABETH	Chicago, Illinois
SWAN, JACQUELINE	Independence, Iowa
WHITE, ELIZABETH	Polo, Illinois
WICHMAN, MIRIAM	Highland Park, Illinois

SOPHOMORE CLASS

ARCHBOLD, IRENE	Milwaukee, Wisconsin
BLOOMBERG, LUANN	Battle Creek, Michigan
BOUCHER, MARIE BETTY	Fort Wayne, Indiana
BOYE, UNNI	Highland Park, Illinois
BRISON, DORIS	Chicago, Illinois
BRUNS, SHIRLEY	River Forest, Illinois
BULLIS, MARY	Los Angeles, California
FRIEDMAN, BABETTE	Minneapolis, Minnesota
GARRITY, MILDRED	Chicago, Illinois
HIGHT, ROBERTA	Decatur, Illinois
HOLSINGER, DIXIE	River Forest, Illinois
HOWARD, JAYNE	Traverse City, Michigan
HYATT, MARY	Chicago, Illinois
IANNELLI, BEBE	Park Ridge, Illinois
JOHNSON, MARION	Chicago, Illinois
KECK, ROBERTA	Fairbury, Illinois
KELLOGG, MARY	Chicago, Illinois
KOENIGSTEIN, GLORA	Omaha, Nebraska
KREITZER, WINNIFRED	Ellsworth, Illinois
LOGAN, JOSEPHINE	Chicago, Illinois
MCCARTHY, MARIAN	Chicago, Illinois
MOYER, VIRGINIA	New York, New York
PACE, BARBARA	Farmer City, Illinois

PLUMMER, MARGARET	Rochester, Minnesota
RISON, VIRGINIA	Louisville, Kentucky
ROBERTS, BETTY	Park Ridge, Illinois
ROGERS, GRACE	Peoria, Illinois
SALEY, JEAN	Northville, Michigan
TRACE, RITA	Chicago, Illinois
WALLER, ELLEN	Montrose, Alabama
WASSERMAN, SYLVIA	Toledo, Ohio
WOOLSEY, MARY	Galesburg, Illinois
YOUKEY, JEANNE	Omaha, Nebraska

FRESHMAN CLASS

BLOOMBERG, HELEN	Battle Creek, Michigan
BRANDS, JEAN	Webster Groves, Missouri
BROWN, CATHERINE	Keokuk, Iowa
CASTLE, LOUISE	Hinsdale, Illinois
DRUM, BETTE	Crystal Lake, Illinois
HOEPPNER, FRANCES	Eau Claire, Wisconsin
JENKINS, AUDREY	Chicago, Illinois
KENDALL, BETTY	Shullsburg, Wisconsin
MCCOLLUM, NORMA	Hoopeston, Illinois
MCCORMICK, MARCIA	Racine, Wisconsin
RANNEY, ESTHER	Chicago, Illinois
RICHARDSON, NANCY	Madison, Wisconsin
RODECKER, MAXINE	Detroit, Michigan
SAPERO, RIVALIE	Minneapolis, Minnesota
SEVERSON, JOSEPHINE	Rockford, Illinois
STEPHENS, BETTY	Chicago, Illinois
WETSTEIN, SALLY	Detroit, Michigan
WHITE, POLLY ANN	Moline, Illinois
WILLIAMS, BONNIE JEAN	Wheaton, Illinois

PREPARATORY SCHOOL

SECOND YEAR

ALLEN, LOIS	Oak Park, Illinois
CROSSMAN, MARTHA	Niles, Michigan
ETTINGER, CHARLOTTE	Toledo, Ohio
LANGE, GERALDINE	Milwaukee, Wisconsin
NEIGER, JOAN	St. Paul, Minnesota
OLSON, JANET	River Forest, Illinois
SMITH, JOSEPHINE	Chicago, Illinois
THOMSON, MARY ANN	Battle Creek, Michigan
WELCH, PATRICIA	Chicago, Illinois

FIRST YEAR

ARMSTRONG, MARY	Chicago, Illinois
CARR, CATHERINE	Flin Flon, Manitoba, Canada
CODY, RUTH	Hammond, Indiana
JOHNSON, KATHERINE	Waterloo, Iowa
LITTELL, JOAN	Winfield, Illinois
VACK, ELEANOR	Chicago, Illinois
WILSON, RUTH	Oak Park, Illinois

SPECIAL STUDENTS

FREEMAN, MARILYNN	Milledgeville, Illinois
KIRCHHOFF, PATRICIA	Mount Carroll, Illinois
PACKARD, BARBARA	Lanark, Illinois
RITCHIE, ENID	Sabula, Iowa
TURNBAUGH, EMILY	Mount Carroll, Illinois
WILDEY, JEAN	Mount Carroll, Illinois
WISE, ALICE ANN	Lanark, Illinois
SISLER, MARY	Mount Carroll, Illinois

SUMMARY OF ATTENDANCE

FIRST SEMESTER, 1938-39

JUNIOR COLLEGE—

Upper Division

Seniors	31
Juniors	58

Lower Division

Sophomores	33
Freshmen	19

Total in Junior College 141

PREPARATORY SCHOOL—

Second Year	9
First Year	7

Total in Preparatory School 16

Special Students 8

GRAND TOTAL 165

GEOGRAPHICAL DISTRIBUTION

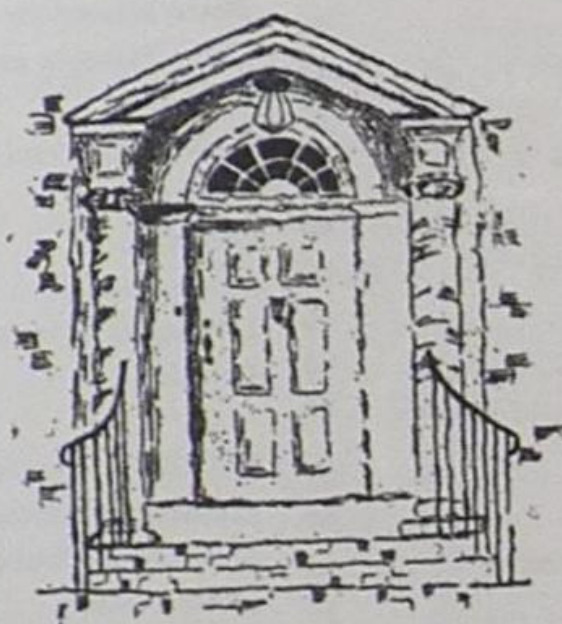
Illinois	103
Iowa	15
Michigan	11
Wisconsin	11
Indiana	7
Minnesota	6
Ohio	3
Nebraska	2
Alabama	1
California	1
Canada	1
Kentucky	1
Missouri	1
New York	1
South Dakota	1

TOTAL 165

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ENDOWMENTS

Frances Shimer Junior College wishes to enlarge its educational scope and resources with the passing years. It appeals to friends to be mindful of the varied services which the College has rendered to the cause of the education of young women for a period now approaching a century.

Gifts and bequests for scholarships will aid worthy young women who are not wholly able financially to secure an education. A relatively small amount of money invested for such purposes makes returns far in excess of its market measure or value. The College welcomes the opportunity to become stewards of such funds, and to aid private individuals and friends to realize, in human satisfaction, the greatest rewards from their gifts.

FORM OF BEQUEST FOR ENDOWMENT

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$..... to be invested for the permanent endowment of the Academy.

FORM OF BEQUEST FOR SCHOLARSHIP

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$..... to be invested and called the..... Scholarship.

FORM OF BEQUEST FOR GENERAL PURPOSES

I bequeath to my executors the sum of dollars, in trust, to pay over the same days after my decease, to the person who, when the sum is payable, shall act as Treasurer of Frances Shimer Academy of the University of Chicago, located in Mount Carroll, Illinois, to be applied to the uses and purposes of said Institution as directed by its Trustees.

(This form may be used for bequests for endowment and scholarship purposes also.)

FRANCES SHIMER JUNIOR COLLEGE
AND PREPARATORY SCHOOL
MOUNT CARROLL, ILLINOIS

APPLICATION FOR ADMISSION

Name

Home Address
STREET CITY STATE

Date of Birth.....

Church Preference Are you a member?

Parent or Guardian

Business Address.....

Occupation

Business Reference
(PREFERABLY A BANK)

Family Physician

Business Address.....

Minister known to you

Address

Friend of School known to you

Address

Years completed in High School Units obtained.....

Name of School last attended.....

Location

Supt. or Principal of School last attended

Address

Did you learn of this School through advertisements?.....

In what paper or magazine?

A twenty dollar fee is necessary to hold a room. Is it enclosed?

Date, 193